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What If You Make A MISTAKE?

The Perils Of Passing Out Pills

see page 4

PRESIDENT'S VIEWPOINT

The Values We Honor

NEA President
Keith Geiger

In my travels around the country, I sometimes get asked a very troubling question by reporters. "Why don't the schools," some reporters wonder, "teach values anymore?"

I used to be surprised by that question. Not anymore. The reporters who ask me questions like this are simply reacting to an increasingly vocal band of zealots who seem to believe that schools no longer care about good, old-fashioned American values.

You can hear these zealots rage on talk shows and read their diatribes on the letters to the editor page of your local newspaper.

But there's one place where you won't run into these people, and that's in our nation's public schools. People who charge that public schools have given up on values don't know what's going on in public schools.

Those of us in the schools, those of us who have dedicated our careers to public education, know full well that values have never disappeared from our nation's schools. After all, we teach values every day—in our classrooms, on our playgrounds, in our cafeteria lines.

We foster individual initiative as well as teamwork. We demand effort and perseverance. We instill self-confidence and personal responsibility—including the responsibility to attend school.

But I think most of us also recognize that a democracy demands even more from its people than perseverance and personal responsibility.

It demands a basic respect for fundamental core values. These values may not always be popular, not always welcome. But these are values we need to continue to affirm.

"I refuse to tailor my values," American playwright Lillian Hellman once said, "to fit this year's fashion."

That's the challenge before us—to be true to what really matters, to help our students understand the enduring values of democracy. But just what does that mean in a culture as confused and rudderless as ours so often appears to be? Just what are those enduring values we need to affirm?

Let me try here to spell out the values I believe our schools must continue to affirm.

We affirm the value of equity. In the name of equity we say: There is nothing new about the evil of poverty. It is not inevitable. It is not excusable. Surely the wealthiest nation on the planet has a responsibility to eradicate this evil for all—and for all time.

We affirm the value of work—the work of creative minds and skilled hands, the work of the poet and the work of the carpenter, the work of the scientist and the work of the farmer. For there is dignity in all work, and for all workers there should be dignity.

We affirm the value of patriotism. American history offers dramatic evidence of the patriotism of the soldier. But we need to remember the patriotism of the parent, the grandparent, the professor, the nurse—of all those who subordinate selfish motives to selfless devotion to the common good.

We affirm the value of peace—not merely peace with other nations, but peace in our homes, peace in our communities, peace in our cities, peace among ourselves.

We affirm the value of compassion—the compassion that drives our commitment to guarantee quality and affordable health care for all. To those who dismiss this goal as unrealistic, to those who ridicule us as teary-eyed idealists, we will respond with the words of former Vice-President Hubert Humphrey: "A man who has no tears is a man who has no heart."

We affirm the value of education—education that helps young minds learn to think for themselves, education freed from the deadly confines of bureaucratic conformity.

Finally, we affirm the value of diversity. We must become again a people united in common cause. The time has come to move from a culture of conflict to a culture of collaboration.

We must remember—and must teach our children—that the lady who holds aloft the torch of liberty in New York harbor, the lady who is the most abiding symbol of America's promise to all the world's peoples, is an immigrant.

This lady is a tribute to America's pluralism. She belongs to the most diverse population on the face of the earth. This is the population we serve. Proudly.

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NATIONAL NEWS

Health Care Reform

Congress Ignores Citizen Pressure for Meaningful Action. . .

On a hot, steamy day in early August, right next to the Capitol steps, citizen advocates for health care reform stepped off the buses that had taken them cross-country. To the cheers of thousands of onlookers, the riders announced that their "Health Care Express" had collected over a quarter-million letters from Americans who want real change in America's health care system.

Unfortunately, at the national level, it now appears that real change will have to wait. Despite a summer of organizing by members of NEA and other organizations committed to meaningful reform, at *NEA Today* press time, opponents of change had the upper hand in both houses of Congress.

Those opponents have mounted the most lavishly financed lobbying campaign that America has ever seen, and that campaign has produced virtual gridlock in Congress.

"The apologists for the status quo are hoping that average Americans will start feeling that change isn't worth the effort," notes Mike Edwards, NEA's top staffer working Capitol Hill. "We can't afford to let members of Congress off the hook. They need to hear from us."

The quickest way to make your voice heard? Just call 202/224-3121 and ask for your representative or senators. Tell them that America needs comprehensive health care reform, not tinkering around the edges that could actually make the current system worse. Tell them any health care bill worth supporting must provide for:

- ➤Affordable universal coverage.
- ➤Quality care and consumer choice.
- ➤Comprehensive tax-free benefits.
- ➤Real cost controls.
- ➤An option for states to set up their own "single-payer" system. In a single-payer system, citizens can go to health care providers they choose, and all the bills for their care go to a single agency that bargains with providers to keep rates and fees down. Canada has just such a system now.

Bill Burke

After a cross-country bus trip on the Health Security Express, those pushing for meaningful health care reform rallied at the Capitol in Washington, D.C.

. . .But Californians Could Shake Up the Politicians

"I had a student who came in last semester with a dislocated shoulder. She couldn't afford to see a doctor, so she walked around in pain for about a month until the end of school. I don't know if she ever got medical attention."

Michael Epstein, a computer science teacher in Riverside, California, doesn't want to wait for Congress to enact universal health care coverage. If one hotly contested initiative on California's ballot passes this November, he won't have to.

That initiative—Prop 186—would, if passed, provide quality care to all Californians at a reasonable cost.

Dubbed the California Health Security Act, the initiative would establish a state-run health insurance pool to cover every legal resident of California. It would cut costs by eliminating the insurance industry bureaucracy, which consumes 25 percent of premiums for overhead, advertising, salaries, and profit.

The plan would be financed by existing Medicare and Medical funds, an 8.9 percent business payroll tax, a 2.5 percent personal income tax, and a $1 per pack cigarette tax.

The California Health Security Act is "easily the most ambitious and advanced universal health care proposal under consideration in the United States," says California Teachers Association (CTA) Executive Director Ralph Flynn.

CTA, NEA's state affiliate in California, is backing the plan because it's good health care policy and good education policy as well.

CTA analysts found that school districts currently spend an average of 13.25 percent of their payrolls on employee health, dental, and vision benefits. Under Prop 186, districts would pay a maximum of 8.9 percent of their payrolls to cover these benefits.

"Prop 186 would free hundreds of millions of dollars now spent on health care to reduce class size, purchase additional instructional materials, increase salaries, and otherwise improve our schools," CTA Vice-President Ron McPeck explains.

School employees would come out ahead individually, too. CTA estimates that the 2.5 percent income tax increase Prop 186 proposes will average $60 a month for most teachers—less than what most now pay for premiums, deductibles, co-payments, and out-of-pocket medical expenses.

"Prop 186 seems to be a winner from every angle," says CTA member Epstein. "As a human being, I think that health care is a human right. As a working adult, I think this is a good schedule of benefits for a reasonable price. As a teacher, the thought of having healthy kids sitting in front of me makes it wonderful."

Californians won't be the only Americans intently watching what happens to Prop 186 on November 8. The vote on the initiative could change the course of the national health care debate.

Prop 186 would essentially create a "single-payer" health care system in California, the nation's first.

The creation of such a system in California—which is bitterly opposed by the insurance industry—could lead to the enactment of single-payer systems in other states and, eventually, at the national level.

That's exactly what happened in Canada, where the adoption of a single-payer system at the provincial level in the early 1960s sparked a movement that led to a nationwide single-payer system just a decade later.

—Stefanie Weiss

HEROES & ZEROES

The Midwest Side Story Award goes to Nebraska government teacher Jim Kubik for his herculean efforts to prevent racial strife. When Kubik's old neighbors—whites—and his new neighbors—Hispanics—seemed a bit at odds, Kubik swung into gear. Focusing on the next generation, he established a forum for student discussion, sponsored a cultural awareness class during his free period, and wrote a bill, passed by the legislature in 1992, to require multicultural education in all of Nebraska's public schools. How's that for laying the groundwork for tolerance and harmony!

A Deals-on-Wheels Award to members of the Kentucky General Assembly for barreling right through the wall between church and state. The Assembly allocated $4 million over the next two years to pay for bus transportation for private school students. The governor vetoed the item, but the Assembly was quick to override the veto. Kentuckians, brace yourselves for a head-on collision with the Constitution.

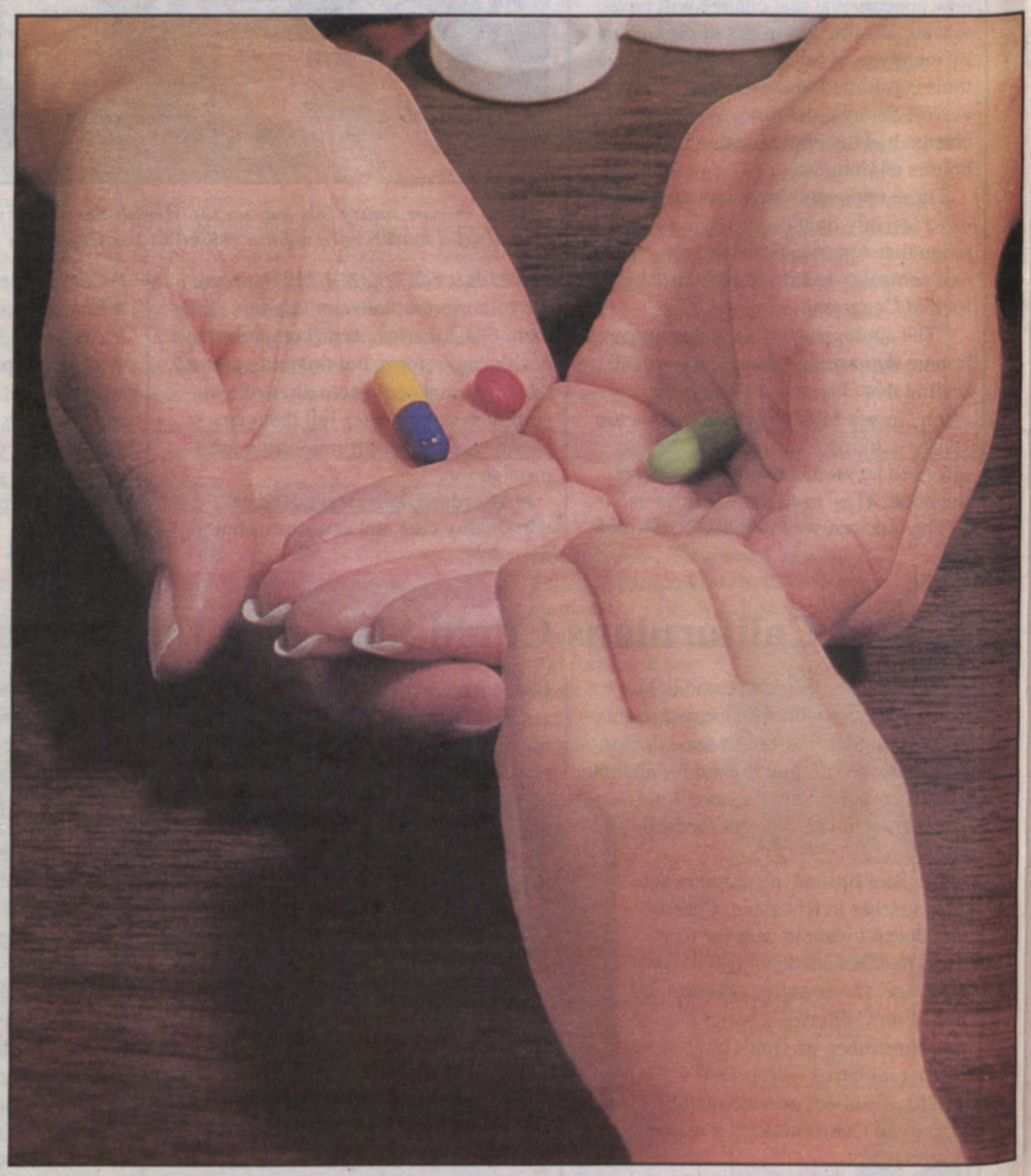
It's apple harvest time—time to present the Jane and Johnny Appleseed Award to Shelby, Michigan fifth graders and Phillip Quinlan, their teacher at Thomas Read Elementary School. When vandals destroyed 25 flowering crabapple trees in town, the students went to work. They held a "Shoot for the Trees" free throw contest, sold cookies and candy bars, collected cans, and raffled off prizes. With $5,100 in hand, the students planted 75 new trees and donated the leftover cash to the public library.

Winner of the Best-Supporting-Actor-in-a-Repugnant-Role Award is Charlton Heston in "The Crime Bill Caper." Long a celebrity spokesman for the National Rifle Association, Heston narrated three NRA-sponsored television commercials rallying opposition to the crime bill. The spots belittled crime prevention and drug rehabilitation efforts, but conveniently revealed nothing about the NRA's real agenda—keeping assault weapons readily available and on the streets. So much for the promised land, Moses.

COVER STORY

WHAT IF YOU MAKE A MISTAKE?

More and more school staff are being asked to perform tasks like dispensing medicine or doing a catheterization. Whether they know how to or not.



Two years ago an office clerk in Clark County, Nevada accidentally gave a second grade boy five Ritalin tablets instead of the five digestive tablets he was expecting.

Almost immediately the clerk noticed her mistake and sounded the alarm. The boy didn't die. In fact, he didn't even get sick—unless you count the fact that he had his stomach pumped.

But the clerk, an Association member who even now doesn't want to give her name, went "through hell worrying that I might have taken that child's life."

She soon found out she wasn't the only "regular" employee in her district with such potential worries.

"My union colleagues—they knew who it was that was involved in the incident—came forward with support, especially the other clerks who had similar stories of how something bad almost happened to a student in their care."

The school as hospital run by amateurs is a recent, though not widely proclaimed, development.

For a variety of reasons—new techniques of drug therapy, inclusion of the severely disabled in regular classes, an increase in children born of drug-abusing mothers—more students than ever need some kind of medical or nursing attention in school during the school day. And schools need to find someone to provide it.

The obvious answer is to hire more school nurses. But that prospect puts some school districts in both a policy and a financial bind. Last spring, for example, the superintendent in Howard County, Maryland requested six more school nurse slots in the school budget to take care of an increase in profoundly handicapped students. The board sent the request back for more work.

"We're running schools, not hospitals here," one board member remarked. "We don't need trained nurses to do the things that need to be done. We can train our own people."

Unfortunately, many districts, faced with the hire-more-nurses/train-your-own-people decision, opt for the latter, but finesse or go lite on the training. They just delegate the health-related tasks to employees already on the payroll—to teachers, paraprofessionals, even, in one documented case, the detention assistant, who in one middle school hands out both pills and Band-Aids.

Which explains why many school staff end up like the Clark County clerk: doing things they never dreamed of doing and weren't trained to do while continuing to do their regular duties.

"On the day of the medicine mix-up, I was alone in the office," the Clark County clerk remembers.

"We had about 20 kids on medication then, most came at noon. I also had to handle scrapes from the playground and answer the phone and deal with parents," she continues. "That day I just didn't notice that the boy's medicine had been moved from its usual place in the drawer."

"They're making us become something we're not," is how eighth grade history teacher Joyce Haynes of Opelousas, Louisiana, another ex-Ritalin dispenser, characterizes the problem. "But what are our rights? How far can they make us go?"

The answer to that is, in most places,

What You Can Bargain

Save time in the courtroom by spending a little more time at the bargaining table. If possible, Association experts suggest you bargain specific language that provides that:

- ➤ Medical-type procedures you're responsible for are included in your job description.
- ➤ Training is always available before procedures are assigned.
- ➤ Trained back-up people are always available.
- ➤ New job descriptions, such as medical technician or health and safety assistant, are created to cover anticipated student health needs.
- ➤ You may not involuntarily be assigned to do a medical procedure. Or (this from a teacher contract), after receiving mandatory training you may elect not to perform the procedure. Or (from an ESP contract), if you must perform it, you are paid at the higher medical technician rate.
- ➤ You are held harmless or covered for liability by your school district.
- ➤ In the case of intimate contact with a student, you may have an adult witness or be prohibited from working with a student of the opposite sex.

COVER STORY

"This was a tragedy waiting to happen, until we got the new positions established and filled," says Clark County ESEA President Pat BeDunnah.

pretty far. Only a few states—Delaware, Georgia, Kentucky, Hawaii, New Mexico, and Illinois—either prohibit non-medical staff from dispensing medicine or prohibit them from performing any health-related service at all.

Which means that in most states, school districts are free to require non-health-trained employees to perform at least some health-service tasks.

How then do school staff keep from getting assigned tasks they can't, shouldn't, or don't want to do?

Five paraprofessionals (not Association members) from Knox County, Kentucky refused to accept training in catheterization. They're now fighting to get their jobs back after being fired for insubordination.

Should employees refuse to accept assignments they think are illegal?

"As a general rule," explains NEA staff attorney Mike Simpson, "a school employee should always obey a specific directive from the employer. But since this is a developing area of the law," Simpson adds, "Association members should consult with counsel at the state level to determine whether any special state laws or policies apply."

School staff who go to court will have two likely avenues. One is to argue that the medical procedure in question amounts to practicing medicine without a license in violation of the state nursing code. Or, in the case of teachers (except in special education), they can allege that the health-related duties are outside their instructional fields and/or are professionally demeaning or humiliating.

At the state level, Associations are trying to get laws and regulations changed so that only health professionals—not whoever's on hand—can provide health services in schools. The results have been mixed. A sampling:

➤ The Virginia legislature recently agreed to phase in a Virginia Education Association-supported initiative to reduce the nurse-to-student ratio to 1 to 2,500 by 1996 and 1 to 1,000 by 1999, but provided no money to pay for the additional nurses. Last year 34 districts had no nurse at all.

➤ The California Teachers Association in 1991 failed to get a law passed that would have exempted teachers from performing health services.

"It failed," says CTA lobbyist Rachel Joseph, "because the special education establishment was united in opposition. They knew if teachers didn't take care of the procedures, they'd have to hire nurses, and that would be too expensive."

➤ Responding to a campaign started by a school support staffer in Elgin, the Illinois legislature in 1991 specifically exempted non-administrative education personnel (except nurses) from being required to dispense medicine or perform medical procedures. The South Dakota legislature has also recently required that nurses must supervise the dispensing of medicine to special needs students.

But knowledgeable observers of the law—and school budgets—have concluded that the solution to the school health services problem isn't going to be more nurses, but more health care aides working under nurses' supervision.

Nurses are already being replaced by health aides when they retire, complains Beverly Farquhar, executive director of the National Association of School Nurses. The numbers bear her out. During the 1980s, the number of school nurses nationwide increased less than 8 percent, while the number of school health aides grew by nearly 32 percent. The number of medical technicians, a smaller school health specialty, increased by 135 percent.

In Clark County, Nevada, the Education Support Employees Association (ESEA) pressed the district to design new health aide positions so that busy school secretaries would no longer be at risk for handing out the wrong medicine—or students for receiving it.

The district developed a job description for full-time first aid/safety assistants and staffed 42 elementary schools with them last year. All elementary schools are expected to be covered by 1995-96.

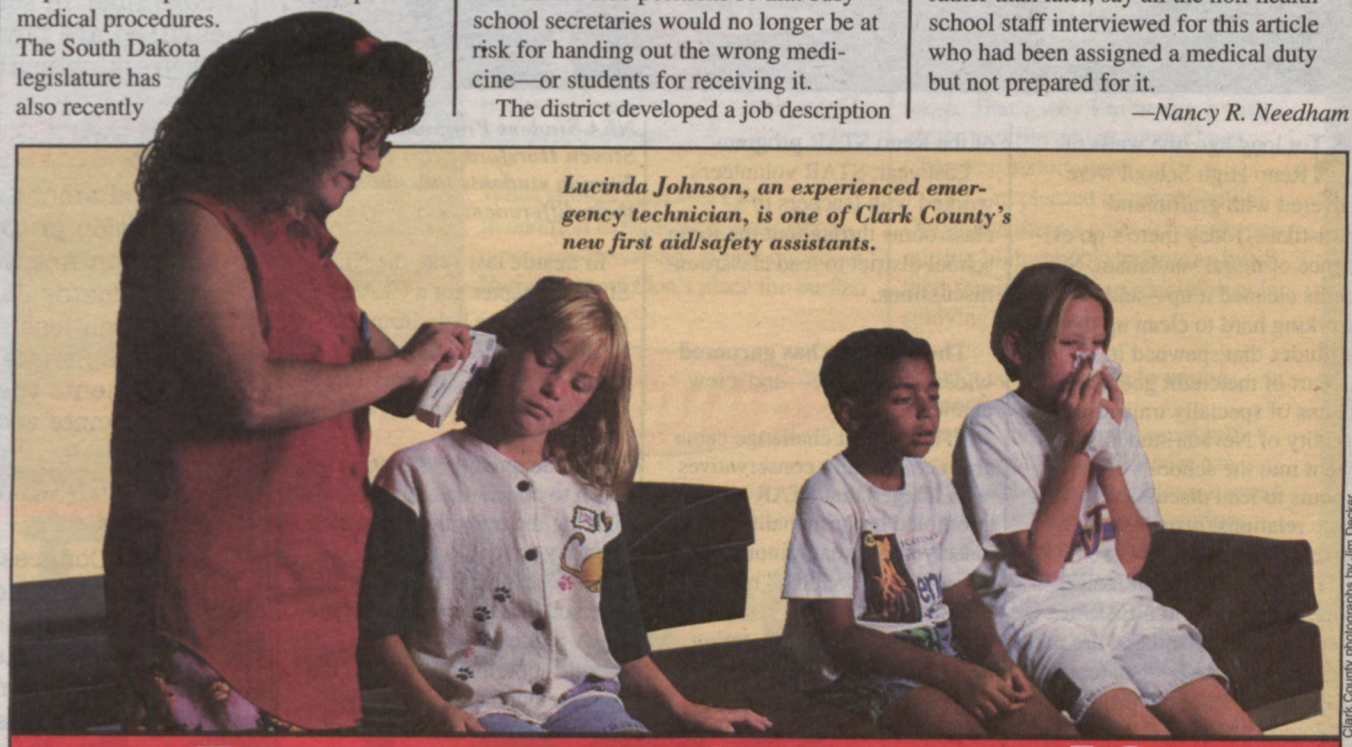
One of the first schools to get a first aid/safety assistant was the one where the clerk who mistakenly dispensed the five Ritalin tablets is now office manager.

"I'm a firm believer that the health office should have one full-time trained health aide, the way my school does now," she says. "Don't let a little one die on you before you have trained people," she warns.

No doubt by the year 2000, a corps of trained health aides and technicians will be in place in most of the nation's public schools. But between now and then, look for lawsuits and new legislation and rule-making—with heavy Association involvement likely—to sort out who does what and when.

These reforms need to come sooner rather than later, say all the non-health school staff interviewed for this article who had been assigned a medical duty but not prepared for it.

—Nancy R. Needham



Lucinda Johnson, an experienced emergency technician, is one of Clark County's new first aid/safety assistants.

Clark County photographs by Jim Decker

But Am I Covered?

NEA Today *staff writer Nancy Needham interviewed Lynn Ohman, director of NEA Legal Services Programs, which administers the Educators Employment Liability (EEL) policy that covers all NEA members.*

Q Is any member who makes a mistake giving medicine to a student covered by the NEA policy?

A Yes, members in every occupation group are covered for administering oral prescription and non-prescription medicine as long as they have the written approval of the student's parent or guardian. Every member is also covered for giving emergency first aid—including CPR—when no medically trained person is available.

Q Is a special education aide who inadvertently harms a student while doing a CIC [clean intermittent catheterization] covered?

A Covered. The insurance company does not consider clean intermittent catheterization to be a procedure that only a medically trained and certified health care provider should perform. Sterile catheterization, on the other hand, is considered a medical art under the EEL program. Only a school nurse would be covered for it. If you have any doubts about your coverage for a procedure, have your UniServ director get in touch with us, and we'll get a ruling from the insurance company, if necessary.

Q Does coverage also depend on training?

A Absolutely. There are certain activities and procedures, such as physical, occupational, and psychological therapy, that are covered only if performed by a licensed therapist. Teachers, paraprofessionals—people not specifically licensed or certified in health care—are not covered for these procedures under the EEL program.

Q Do you have further advice for NEA members doing health care procedures?

A Three things. First, make sure your employer is not asking you do to anything that's illegal in your state for someone in your occupation. Second, make sure your employer provides you with training. Third, make sure your employer either holds you harmless or provides you with primary liability insurance.

Your NEA EEL policy is back-up coverage. It will pay if your liability is greater than the amount of coverage provided by your district.

Of course, it will also pay if your district doesn't cover you, but your school district should provide you with primary coverage.

HUMAN RIGHTS

STAR's Guiding Light

NEA Student Program leaders help younger kids deal with some tough issues, like race relations and diversity.

Joe Binoya

Not long ago, the walls of Reno High School were covered with graffiti and swastikas. Today there's no evidence of mural vandalism. Students cleaned it up—and are working hard to clean up the attitudes that spawned it.

Part of the credit goes to teams of specially trained University of Nevada students who went into the school's classrooms to lead discussions about race relations, respect, and diversity.

The college student facilitators, many of them NEA Student Program members, are participants in STAR—Students Talk About Race—a program devoted to helping foster better citizenship through school involvement.

STAR was designed by the public interest group People for the American Way to honor the young people who participated in civil rights protests in Greensboro, North Carolina in the 1960s.

"The idea behind the program was that young people might find it easier to talk about sensitive issues such as race relations and diversity with people closer to their own age," explains NEA Student Program organizer Dale Robinson. "That's why college students are the cornerstone of the STAR program."

"We arranged with local Association leaders and school administrators to have classroom discussions about race, diversity, and discrimination—led by trained facilitators—integrated into the school program," explains Steven Horsford, chair of Student-NEA at the University of Nevada and coordinator of the Reno STAR program.

Last year, STAR volunteers worked with teachers in 87 classrooms throughout the Reno school district to lead classroom discussions.

The program has garnered widespread praise—and a few challenges.

"The biggest challenge came from community conservatives who alleged that STAR leaders promoted homosexuality and falsely stated that minorities faced discrimination," recalls Horsford.

"We responded by meeting with religious leaders, parents, and district officials. We explained to them that dialogues about race and tolerance were important and that public schools were perfect forums to offer such discussions and teach skills. Eventually, everyone agreed."

Horsford also spoke to teachers not in the program who expressed anxiety when their students brought up issues discussed with STAR facilitators.

"We learned that it's important to meet with all department chairs and teachers to make sure everyone is able to discuss the topics brought up in our sessions," says Horsford. "Now, even teachers not participating in the program know what's discussed."

Supported by grants from the NEA Student Program's Community Learning through America's Schools (CLASS) program, NEA student locals in Washington, New Jersey, and California have set up their own STAR projects in local classrooms.

NEA Student Program member Steven Horsford helps Reno, Nevada students talk about their differences.

In Seattle last year, the NEA Student chapter got a CLASS grant and some help from the Seattle Education Association to create START—Students Teaching Awareness, Respect, and Trust.

"We adapted the STAR program to concentrate on kids making the transition from elementary school to middle school," explains Vicki Christopherson, STAR coordinator and NEA Student member. The Seattle superintendent liked the idea so much the program is now district-wide.

"Students are extremely sensitive at that age, even bitter about issues of discrimination," says Christepherson. "We decided we needed to concentrate first on friendship and respect, then help them open up to the tougher issues of race relations and diversity. That's why programs like this are so important."

Nevada's Steven Horsford agrees. "By leading discussions on race and tolerance in a place as safe as a classroom, we say it's not only okay to talk about these issues, it's important to learn how to deal with them."

—Melissa Etlin
NEA Human and Civil Rights

Would you like to see the STAR program in your school or district? For more information, contact the NEA Student Program, 1201 16th St. N.W., Washington, DC 20036.

WASHINGTON WATCH

Person to Watch

U.S. Representative Neal Smith (D-Iowa) is the new chair of the House subcommittee that oversees federal education funding. A strong advocate for public education, he has the difficult job of ensuring adequate funding at a time when limits are apparent and the deficit snaps at the heels of progress.

Best Win For Education Employees

The House of Representatives recently reauthorized the National School Lunch and Child Nutrition Act, extending and enhancing school nutrition programs. The new legislation echoes recent Clinton Administration regulations calling for less fat, cholesterol, and salt, and more fiber in school meals. Some 25 million children are now served by the school lunch program, which cost $4.7 million this year.

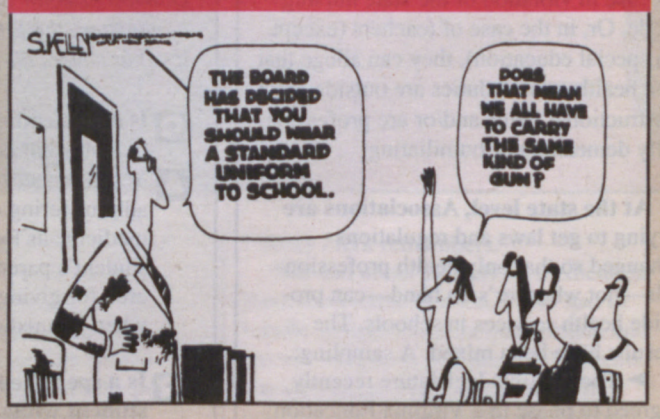
Most Serious Setback

Included among the amendments to the reauthorization of the Elementary and Secondary Education Act were a few dangerous ones from Senator Jesse Helms (R-North Carolina). In a tough loss for believers in local autonomy, the Senate adopted Helms-sponsored amendments that will limit academic freedom and promote sectarian practices in schools.

And What You Can Do

Remind Congress that the technological revolution can't end at the schoolhouse door. Ask your representatives to support pending legislation to help bring advanced technology and telecommunications to America's classrooms. Write to the U.S. House of Representatives, Washington, DC 20515, or the U.S. Senate, Washington, DC 20510.

Political Cartoon of the Month


SHELLY
THE BOARD HAS DECIDED THAT YOU SHOULD WEAR A STANDARD UNIFORM TO SCHOOL.
DOES THAT MEAN WE ALL HAVE TO CARRY THE SAME KIND OF GUN?

Congressional Quote of the Month

"The federal government must do more to assure our schools are safe and violence-free. Anything less is a crime."

—Senator Joseph Biden (D-DE)

Meet:

James Schnepf/Liaison International

Wilma Mankiller

Destined To Lead

In the Cherokee language, the name Mankiller means "one who safeguards the village"— an apt name for the imposing, intelligent woman who's spent the last nine years as principal chief of the Cherokee Nation.

To many, Wilma Mankiller has reached legendary status, overcoming poverty, sexism, racism, and illness to become one of the most respected leaders in the country.

She's the inspiration—and perspiration—behind numerous community development projects, health clinics, Head Start and jobs programs, and Indian rights campaigns.

NEA Today *staff writer Anita Merina interviewed Chief Mankiller in Atlanta, Georgia.*

Have you given up on public schools for Native students?
After 18 years of working in the community, I'm coming to the conclusion that we're never going to have school systems that truly respond to Native needs until we run them ourselves.

The Cherokee ran a school system in the 18th century, and a number of tribes exist as living proof that it can be done.

I'm not giving up on public schools entirely, but Native schools are an important option.

Wouldn't Native schools be considered a form of segregation?
This is a question people ask themselves all the time in Indian education. In the negative sense, Native schools do segregate students from different types of people. But our more traditional students in public schools are more likely to fail there than in a Native setting.

So the question to ask yourself becomes: Am I going to just promote the principle of mainstreaming these students and then watch them fail? Or am I going to do something to nurture them?

Certainly there are a daunting set of educational issues that students have to face.

But the fact is Native students do better when they have the support and sustenance of other Native students, faculty, and staff.

What about Native students who remain in public schools?
Educators need to know they're dealing with students with a different background and family value system. You can't just say, "This is the American school system and you have to fit in." That doesn't work.

Many Native students in public schools have had wrenching experiences. They're teased about their names, called chief, or they're expected to be the authority on every Indian tribe and issue. That's a tremendous burden for a child.

Are you speaking from experience?
Absolutely. I was, like so many Native children, teased about my name, my accent. I had a very tough time throughout my school years. I searched for role models in the history books but found very few. For years I had no self-esteem.

What should educators do?
In addition to fighting against stereotypes, educators should find out about Native culture. Don't place the burden on Native children by asking them how they're different. That's like asking the everyday American what the American experience is or what American culture is. In my mind it's the teacher's responsibility to learn or the academic community's responsibility to teach educators how to nurture these students.

What about efforts to teach more accurate history?
We need to change history texts so that they're more truthful. But even more important is changing attitudes.

People need to see Native students as young people with incredible potential. They can either tap into that source of excellence or contribute to their failure. Right now the dropout rate for Native students is appalling. For teachers to continue to ignore this would be a mistake.

Stereotypes such as Indian mascots for sports teams are a big issue. Can they ever be used to educate?
You can use examples of negative stereotypes to help tear them down. You can also use them to demystify people and human responses. Often people will say, "Oh, I didn't realize that this word or phrase or image has that impact." Once you give people basic information, they'll begin to see past the uninformed assumptions that prompt stereotypes. So even stereotypes can be an educational tool at times. But that doesn't mean such things as Indian mascots should stay.

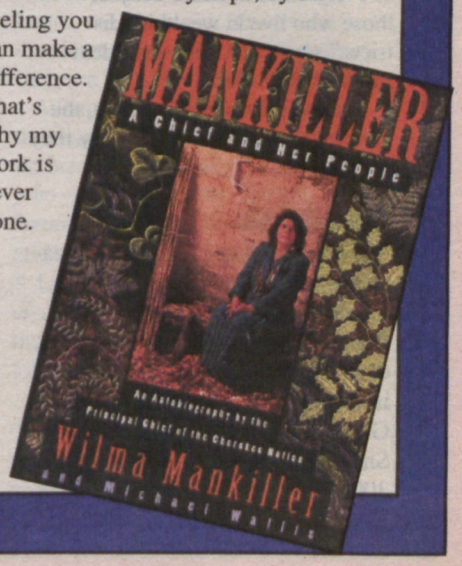
How would you improve the curriculum for Native Students?
It's our responsibility to produce materials, curriculum, teacher's guides, and videotapes for the classroom. That's why I'm working with a writer to write a high school level Cherokee history book.

And I'm pleased to report that in Oklahoma there's a new program permitting high school students to fulfill their foreign language requirement by studying Cherokee.

What's your message to young women?
Cherokee girls have the usual self-esteem problems of all American girls, plus the added problems caused by society's goofy misconceptions about them. So many Americans still think Indian women are down by the creek washing clothes.

Now you hear young Cherokee girls talking about becoming leaders. My message? Women have to take more personal responsibility for turning the country around.

Do you feel you've done that?
I certainly have tried. Our people now have health clinics, jobs programs, and small businesses. But there are still daunting problems in health care, education, housing, and law enforcement. When I was younger, I was full of anger. But you can't dwell on problems if you want to bring change, you must be motivated by hope, by the feeling you can make a difference. That's why my work is never done.


MANKILLER
A Chief and Her People
An Autobiography by the Principal Chief of the Cherokee Nation
Wilma Mankiller
and Michael Wallis

Grassroots

State

HAWAII

In a victory for site-based decision making, Governor John Waihee recently signed a bill that diverts instructional funds away from central offices and sends them directly to schools.

Administrative funds have been capped at 6.5 percent of the total education budget, and 40 percent of central office administrators now work for the schools instead of the state education department.

Voters will decide in November whether the school board should remain an elected body or whether members should be appointed by the governor.

MAINE

The Maine Education Association is trying to bring the curtain down on Governor John McKernan's repeat performance of a 1991 raid on the state retirement system.

MEA has filed a class action suit in federal court against 1993 rollbacks in state employee benefits. The latest rollback excludes 30 days' unused sick leave in calculating retirement benefits, inflicts a 6 percent early retirement penalty, and delays COLA benefits to current retirees. The case will go to trial this winter.

OHIO

Calling the state's current school finance system inadequate, inequitable, and unconstitutional, an Ohio judge ordered state officials to come up with something better.

The Ohio Education Association backed the suit brought by 500 school districts and applauded the decision. "This ruling establishes education as the fundamental right of every child in Ohio, not just those who live in wealthier districts," says OEA Vice-President Michael Billirakis.

Speaking for the status quo, the governor and state officials say they will appeal.

GEORGIA

The Georgia Association of Educators has established a fund to aid members who suffered from the floods that swept through the area over the summer. Those interested in donating may send a check to the GAE Flood Relief Fund, 3951 Snapfinger Parkway, Decatur, GA 30035.

IN IDAHO, MISSISSIPPI

Support Workers Win Parity

When it comes to health care reform, progress isn't made only in the nation's capital. In fact, education support workers made a lot of progress recently in two state capitals—Boise, Idaho, and Jackson, Mississippi.

Both state legislatures passed groundbreaking laws guaranteeing equal health coverage to teachers and support employees who work at least 20 hours a week. The key to victory in both places: extensive grassroots lobbying.

For months, members of the Mississippi Association of Educators lobbied in Jackson twice a week.

Roosevelt Hill (shown at left), a high school office assistant and Association activist in Claiborne, calls the resulting health care law "a great victory for Mississippi."

Until its passage, at least 10 support workers in his school district alone couldn't afford medical insurance—which cost $234 per month for an employee with a spouse not employed by the district.

Across the country, members of the Idaho Education Association's Education Support Personnel Task Force were just as well-organized.

At the state capitol, school support employees offered two days of committee testimony on their own lack of quality, affordable health insurance coverage. They packed the hearing room, and attracted a lot of local media attention.

IN MARYLAND

A Death in the Classroom?

A recent attorney general's "do not resuscitate" opinion has given Maryland school staff yet another role to play: deciding when to make no effort to reverse a cardiac arrest in a terminally ill student.

The opinion, released in May by Maryland Attorney General J. Joseph Curran Jr., says schools must honor parents' and doctors' requests prohibiting such resuscitation.

Reaction throughout Maryland has been mixed. Some districts say they will follow the opinion; others will try to follow NEA guidelines issued in June. (For more information, see page 59.)

Although the attorney general's opinion orders all districts to comply, the weight the order carries is conditional. In some states, an attorney general's opinion has as much power as a precedent case and is universally accepted.

In Maryland, however, the attorney general's opinion is not legally binding. It's up to individual judges to determine how to apply that opinion during litigation.

Still, school personnel ignoring the order are "at risk of liability for battery and potentially other torts," according to the attorney general's opinion, issued as a memorandum to Frederick County state delegate J. Anita Stup.

Curran's memo also says, "We are *not* saying that school officials should stand by and do nothing.... They are to do something crucially important—give comfort and reassurance to the child."

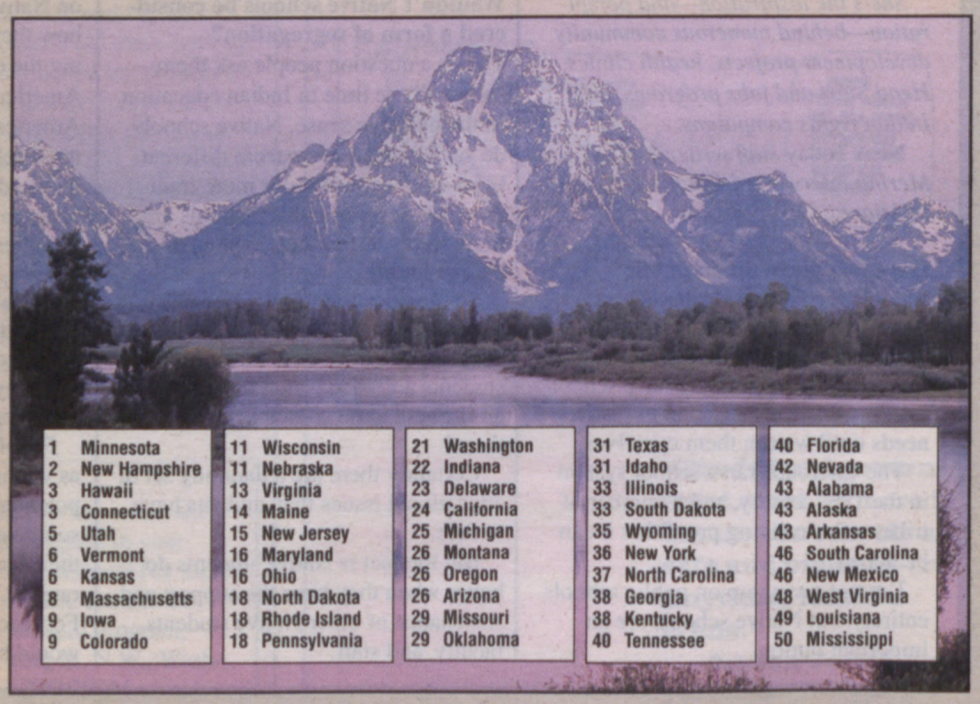
Jack Patterson of the Frederick County Classroom Teachers Association says that while only a few classrooms will be affected, the emotional impact of allowing a child to die is a serious concern.

"We're not worried about liability," says Patterson. "What we are worried about is people's consciences."

PUBLIC HEALTH

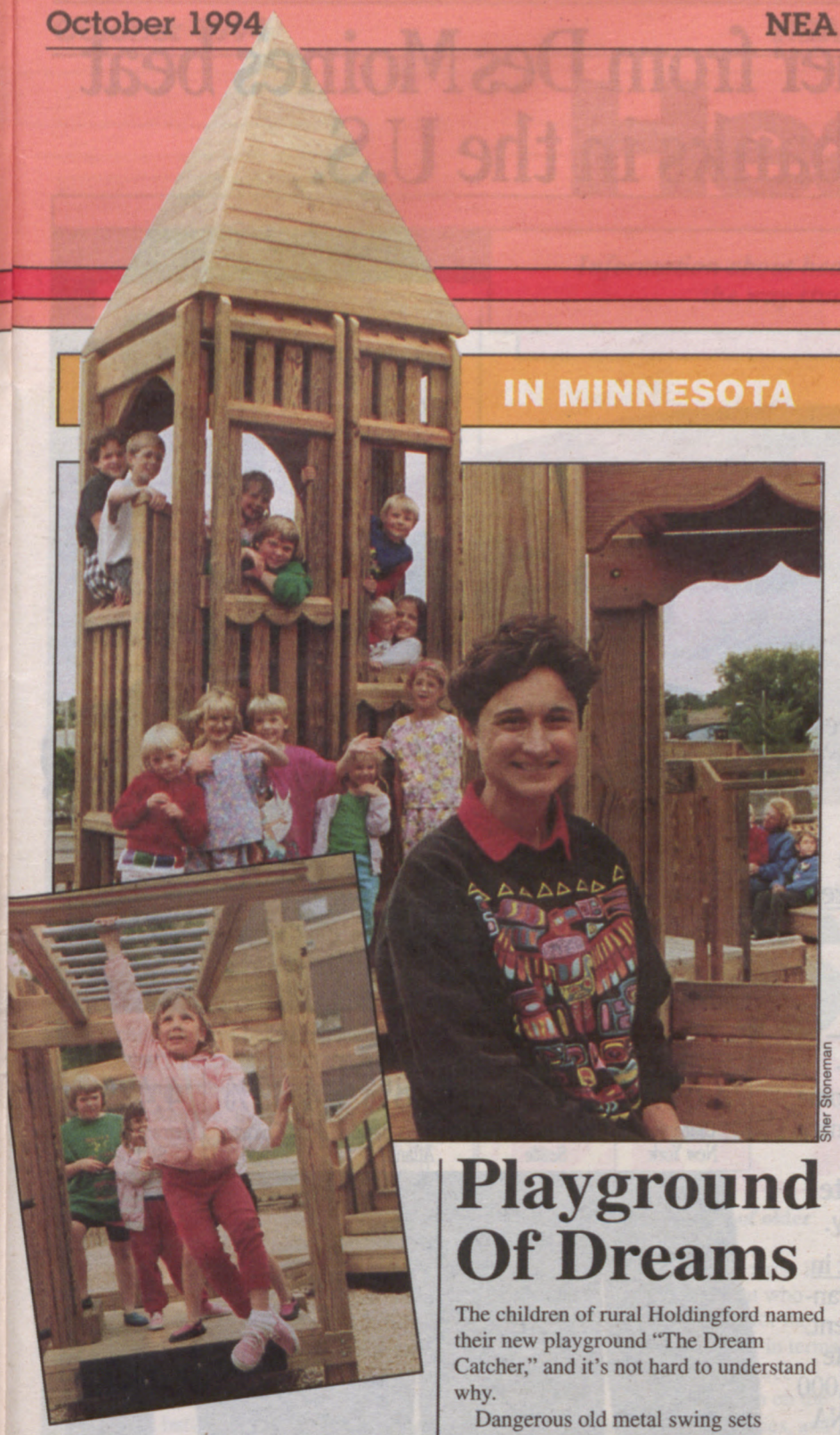
How Healthy Are the People in Your State?

To answer that question, the Northwestern National Life Insurance Company annually analyzes 17 statistical indicators of public health for each state. Indicators include infant mortality rate and adequacy of prenatal care, prevalence of smoking, number of violent crimes committed, death rate due to heart disease, number of on-the-job fatalities, and access to primary health care, among others. Once collected, the measures are weighted and totaled to produce a score for each state and a rank order, from 1 (healthiest) to 50. Overall rankings for 1993 are shown at right.



1 Minnesota	11 Wisconsin	21 Washington	31 Texas	40 Florida
2 New Hampshire	11 Nebraska	22 Indiana	31 Idaho	42 Nevada
3 Hawaii	13 Virginia	23 Delaware	33 Illinois	43 Alabama
3 Connecticut	14 Maine	24 California	33 South Dakota	43 Alaska
5 Utah	15 New Jersey	25 Michigan	35 Wyoming	43 Arkansas
6 Vermont	16 Maryland	26 Montana	36 New York	46 South Carolina
6 Kansas	16 Ohio	26 Oregon	37 North Carolina	46 New Mexico
8 Massachusetts	18 North Dakota	26 Arizona	38 Georgia	48 West Virginia
9 Iowa	18 Rhode Island	29 Missouri	38 Kentucky	49 Louisiana
9 Colorado	18 Pennsylvania	29 Oklahoma	40 Tennessee	50 Mississippi

IN MINNESOTA



Sher Stoneman

"The building of this playground taught kids they really can dream," says art teacher and local Association President Therese Cacek.

Playground Of Dreams

The children of rural Holdingford named their new playground "The Dream Catcher," and it's not hard to understand why.

Dangerous old metal swing sets anchored on asphalt were replaced by mazes, bridges, a castle and tree-fort, slides, rings, a spider-web climber, and more—all made of Southern yellow pine.

It's a dream come true all right, but the kids know magic wands and fairy princesses had little to do with it.

The new playground materialized because of the hard work of local teachers, community members, and kids. And because members of the Minnesota Education Association set up a foundation to fund good ideas like this one.

Art teacher and Holdingford Education Association President Therese Cacek says the $3,000 start-up grant from MEA's Foundation for Excellence in Teaching and Learning "was the catalyst for other grants we received. It gave us credibility."

The new playground wound up costing $45,000, raised from foundations and fundraising efforts over the past few years. It involved over 400 community volunteers and was a learning experience for the school system's 1,300 kids.

Students drew their own designs, watched real blueprints being drawn, solved real-life math problems, and got involved in fundraising, public relations, and construction.

One day, kids and their parents spread out the buckets of pennies they'd collected on the gym floor. They covered every inch—and totaled $3,500.

Cacek calls the five-day construction phase last spring an "old-fashioned barn-raising." Everyone pitched in—even the youngest students soaped screws and scrubbed tires.

"The MEA emphasizes making connections with the community," Cacek says, "and this whole process presented an avenue for communication between teachers and the community that wasn't there before."

But, she adds, best of all, "kids learned they can give a dream a chance and struggle to make it happen."

IN ARIZONA

Overtime Pay Adds Up

In the Amphitheater school district in suburban Tucson, a few questions from school support employees about overtime pay started the ball rolling. When the U.S. Department of Labor got involved, the ball became a boulder.

Now some 300 support workers in Amphitheater are sharing $835,000 in back pay plus Social Security and retirement contributions. And millions more could be coming in investigations in more than 20 other Arizona districts.

The case began two years ago when school security guards—members of the Amphitheater Education Association—complained to UniServ Director Jim Slingluff that they were denied a duty-free lunch. But that was the least of their problems. They were also being underpaid for overtime work.

"Unlike teachers, who are exempt from federal wage and hour coverage," Slingluff explains, "support staff must be paid time-and-a-half when they work more than 40 hours a week, including pulling extra duty such as coaching or weekend security.

"The Amphitheater district thought they were getting around the overtime requirement by having the district's bookstore hire ESP staff for the extra duty," he says. That meant that technically they'd have two jobs, instead of one job with overtime.

For championship baseball coach Danny Hernandez, then a security assistant in the high school, that meant a coaching stipend of about $2,000—the same as a teacher coach would get—rather than the larger amount he'd get as overtime pay.

Once the Tucson-based DOL officials found the extent of violations in the Amphitheater district, they opened investigations statewide. They found the heaviest violations in overtime not paid to secretaries and aides.

One secretary got a $16,000 check for hundreds of hours of overtime she worked without pay. The aides had clocked extra unpaid hours by missing duty-free lunch, coming in for summer work, or working 24-hour days during an overnight outing.

Local

IOWA

Reading was the ticket this past summer—to local baseball games, that is—as Sioux City Education Association members teamed up with computer maker Gateway 2000, radio station KMEG, and the Sioux City Explorers.

To participate in the summer reading program, kids kept score on a diamond-shaped scorecard. For every three books they read, they advanced one base.

Each base hit earned tickets to Explorer games. Those reading 12 books earned Home Run Hitter status, an Explorers hat, and an award certificate.

NEVADA

Binding arbitration—with a push from collective action—worked recently for the 90 members of the rural Lincoln County Education Association.

Faced with no raises and signficant takebacks, LCEA took advantage of a three-year-old binding arbitration law. The arbitrator ruled completely for LCEA—but the district refused to act.

Finally, more than half the union members walked into a school board meeting with picket signs. Claiming that the signs had nothing to do with his decision, the superintendent recommended that the board implement the ruling.

LCEA members got 2.5 percent raises.

DELAWARE

It took two referendums, 45,000 door hangers, hundreds of letters, phone calls, and yard signs, and the concerted efforts of the Brandywine Education Association, but public education supporters finally won.

Last year, the town's school board, together with BEA, went to district voters with a referendum to increase the school budget.

When the fall referendum failed, the district was forced to take drastic measures, including cutting 150 jobs—one-fifth of the teaching force—and eliminating many sports and extracurricular programs.

Last May, referendum supporters, led by BEA, tried again. This time the massive effort worked. The jobs and programs were restored.

Says BEA President Jane Babe: "We got the voters' attention, and they got our message—it's time to support our schools."

How a kindergarten teacher from Des Moines beat five of the biggest banks in the U.S.

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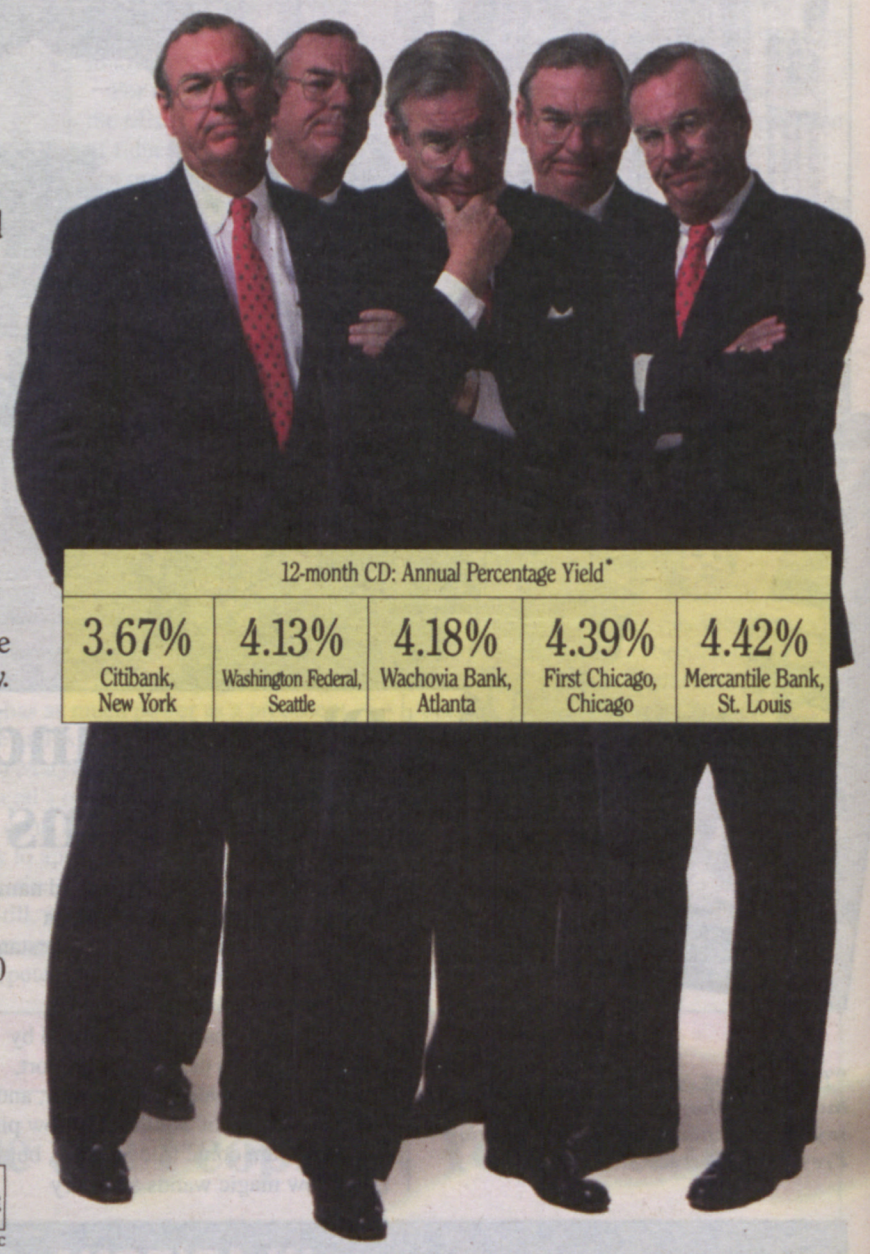

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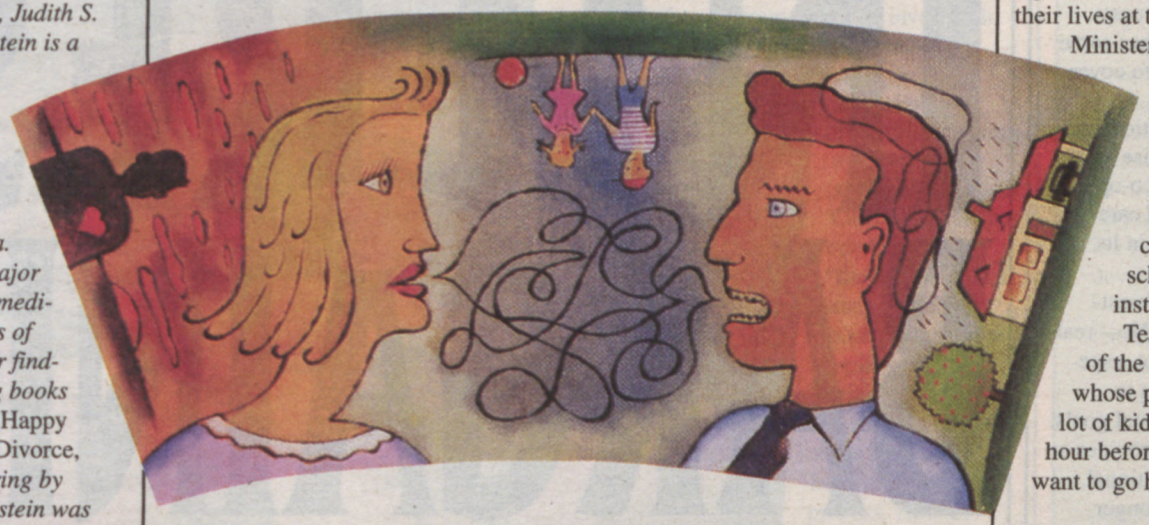
CDA104

Health

Information about health factors that affect the way students learn

One of the nation's leading authorities on the effects of divorce, Judith S. Wallerstein is a psychologist and senior consultant with the Center for the Family in Transition in Corte Madera, California. She conducted the first major study to document the immediate and long-range effects of divorce and published her findings in several bestselling books (see box). Her new book, Happy Marriage in a Culture of Divorce, *will be published next spring by Houghton-Mifflin. Wallerstein was interviewed by* NEA Today *staff writer Victoria Lytle.*



Kids And DIVORCE

How do children commonly react when their parents divorce?
It depends very much on whether the children have been prepared for what's happening with the family. Younger children are often not told. If, for example, the child simply wakes up in the morning and finds one parent has left the household, that will affect his or her reaction. In general, children react with different kinds of feelings based on their developmental stage, age, and gender.

What are some of the differences based on gender?
In young children of five, six, and seven, there are considerable distinctions between the reactions of boys and girls. The father is very much the identification figure for the boys; these children act as though they've lost their right arm. They want to know what's going to happen to them without a daddy. There's sadness and real mourning. With little girls, you often get fantasizing. One little girl told me her father sleeps in her bed every night—when she hasn't seen him for six months. So for whatever reason, little girls are able to comfort themselves with fantasy, whereas little boys are not.

How do elementary school-age children commonly react?
The first feeling they have is one of fear. What protects the child in our society is the nuclear family, and if that breaks up, the child feels unprotected. "Who is going to take care of me?" is the central question younger children ask themselves. They may also have anxiety about separating from the parents—"How can I leave them if I may never see them again?" And children may experience anxiety and concern about the parents.

What about the behavior of older kids?
At age nine and ten, you get a rise in anger, especially at the parent who children think is responsible for the divorce. The kids see no logic in terms of why their parents got a divorce. You'll find a rise in aggression on the playground, minor delinquencies, and difficulties in learning among boys.

What about girls at that age?
What you find among girls is that they're hardly distinguishable in the classroom from girls who haven't experienced a divorce in their family. In fact you might see girls who are "goody-two-shoes." They're good little girls in the old-fashioned sense. Because they want to conform, they're very helpful to their moms, but a lot of these girls are actually scared to death they may get thrown out of the house. So the good behavior is often a cover for the child's anxiety.

What kind of behavior do you see in high school kids?
First, there's an increase in independence and compassion. This can be very positive. But then many teens move to a kind of pseudo adolescence. In other words, as the parents start involving the adolescent children much more as companions, you find, especially with girls, much earlier sexual behavior. There's also more teen pregnancy and a much higher dropout rate than would be expected for middle class boys and girls.

You've followed kids 25 years after divorce. What are some of the long-term effects?
As children age and marry, we see very high divorce rates, particularly among girls. Girls whose parents divorced are about 60 percent more likely to divorce than girls whose parents didn't. We see a lot of fear of being betrayed and abandoned in adolescents and young adults, as well as more sexual acting out and more teenage marriage.

What about student performance?
Kids of divorce are especially restless in the classroom. Often they're so worried and frightened and depressed, they can't concentrate.

The anxieties generated in youngsters by a major disruption in their lives can compromise their receptivity to learning, their willingness to experiment with new material, their ability to concentrate, and their overall attitude toward school. Sometimes the teacher has trouble distinguishing these children from those who have learning disabilities.

How important is the teacher to children who are experiencing divorce in their families?
I can't tell you how important the teacher is during this period. In the group of children I followed, only five or ten percent of the children had any significant nonparent grownups in their lives at the time of the divorce.

Ministers and rabbis come when someone dies, but I often find they're not trained to deal with divorces. So the teacher is the only continuing adult in the child's life, and the school is the only constant institution during divorce.

Teachers should be aware of the loneliness of children whose parents are divorcing. A lot of kids get to school a half an hour before it opens and don't want to go home.

How should these kids be treated?
In the elementary grades, close ties between teacher and child help enormously. Teachers must realize the regression children go through and the shame they experience. It means that when a child has a tantrum, teachers shouldn't simply call home, they should offer comfort. And when the child is aggressive, teachers shouldn't further isolate the child, they should give the child some extra attention.

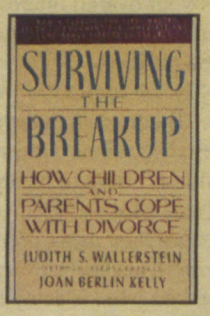
I don't think teachers should play therapist and ask what's going on at home, but I think that teachers should realize that symptoms that are a nuisance are often rooted in the child's misery and worry and not in the child's naughtiness.

Resources

➤ *Children of Divorce.* Susan R. Berger, Rohna A. Shoul, and Susan Warschauer. 1989. Stock number 0246-6-F. $7.95. To order, contact the NEA Professional Library, P.O. Box 509, West Haven, CT 06516, 800/229-4200.

➤ *Second Chances: Men, Women and Children a Decade After Divorce.* Judith S. Wallerstein and Sandra Blakeslee. 1989. $9.70. Ticknor & Fields.

➤ *Surviving the Breakup. How Children & Parents Cope with Divorce.* Judith S. Wallerstein and Joan B. Kelly. 1980. This best-seller includes a revealing look at the impact of divorce on student performance. $14. Basic Books.



THE NEW INTEREST IN BARGAINING

"Interest-based" bargaining is replacing the traditional adversarial mode of bargaining in many places nationwide. It won't give you the warm fuzzies, but it may result in a better contract and more widespread gains.

Test question: It's contract time. School employees are asking for a 3 percent increase. The district says it doesn't have that much cash. What course of action could possibly leave both sides happy?

A little probing reveals that most of the teachers and support staff are struggling with their area's high child care costs. The district, on the other hand, has some money to give, just not enough to cover the whole 3 percent.

Working together, administration and Association representatives devise a plan for a district-funded child care co-op. Employees get relief from child care costs, and the district stays within its budget.

Welcome to the world of "interest-based bargaining." A panacea? No—real-life situations are rarely this neat, especially if both sides are unwilling to recognize and work toward mutual goals. But interest-based bargaining provides an alternative in places where traditional, confrontational bargaining no longer serves either side's purposes.

In some states that have been historically friendly to labor, such as Michigan (see "Reality Check," next page), recent legislative curbs on employee rights mean new strategies are needed. In states without bargaining laws, such as Missouri, locals have found that interest-based bargaining offers a way to establish a foothold.

Interest-based bargaining also allows for a broader range of topics to be covered at the table. "Classroom issues—kids from dysfunctional families, drugs, guns, violence, phones in the classroom—these are what school employees feel passionately about today," notes Ted Tunison, a bargaining specialist who worked with administrators, school board members, and UniServ directors to build Missouri NEA's interest-based bargaining model. "Traditionally, they have been non-negotiating items. Now there's the opportunity to address them."

"Attacks on public education have been another reason to pursue a new way of negotiating," says Carolyn DeBrower, a bargaining specialist for the California Teachers Association. DeBrower headed the work team that developed CTA's training program on interest-based bargaining, and notes that softening the lines between "us" and "them" can make it harder to pigeonhole school employees.

So now more local Associations across the country are pursuing interest-based bargaining, adjusting its nuances to fit their needs.

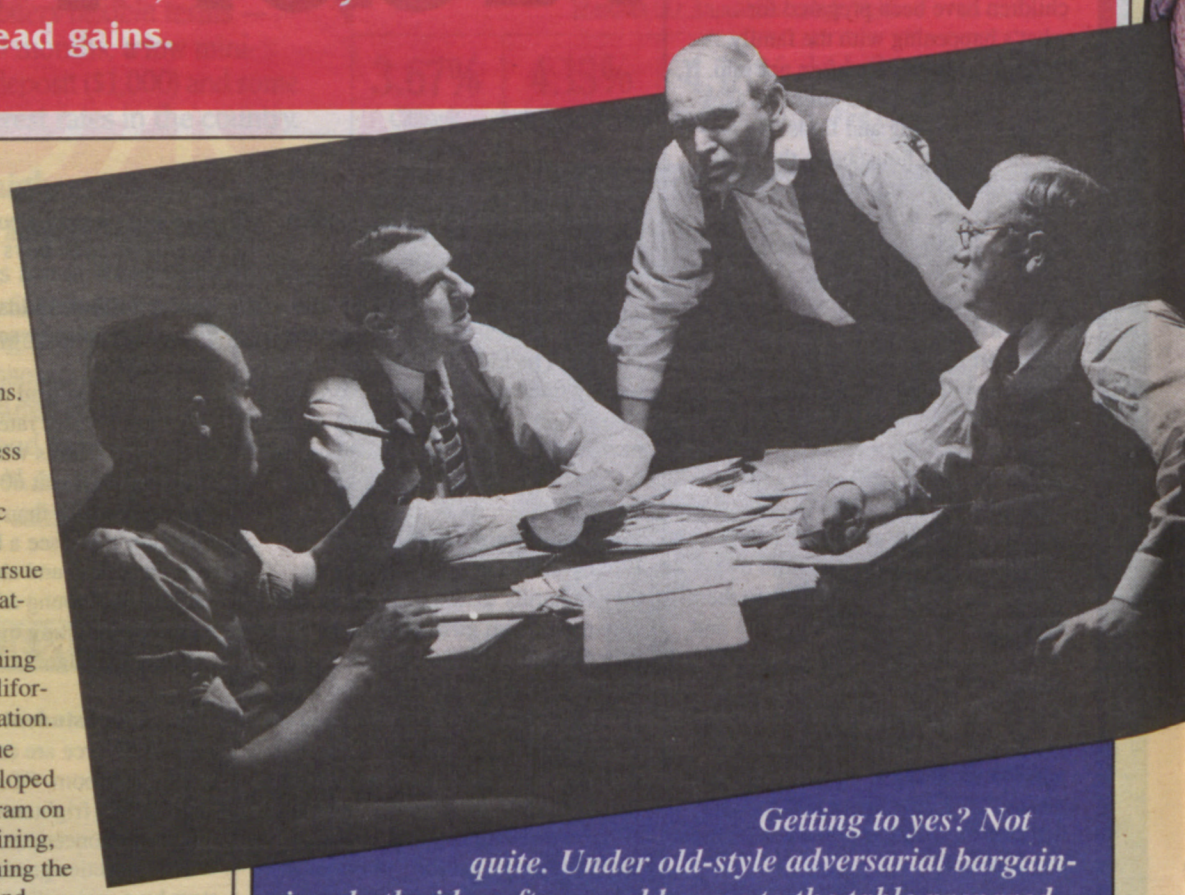
"At first, some members assumed 'interest-based' meant that we'd simply take whatever the district was willing to give," says Shirley Peace, president of the 700-member La Mesa/Spring Valley Teachers Association in California. "But actually it was a matter of building a mutual respect for what we do.

"And when you look at what our mutual interest is—kids first, students first—educators can't lose. It's all for the kids," says Peace, a kindergarten teacher at Rancho Elementary in Spring Valley.

Has it worked for Spring Valley? At a time when many California districts are cutting back, La Mesa/Spring Valley gained a 2 percent increase for all school employees, not just teachers.

"Our members started looking at what we had compared with other teachers," says Peace. "No takebacks, no layoffs or salary cuts. They figured there must be something to this form of negotiating after all."

La Mesa/Spring Valley is one of some 25 locals that have gone through the California Teachers Association's three-day program on interest-based bargaining, co-trained by CTA staff and school district representatives. Association "power players" were trained together with their management counterparts, with each side bringing 10 to 12 people to the seminar.



Getting to yes? Not quite. Under old-style adversarial bargaining, both sides often would come to the table prepared for a face-off—and get just that.

THE PATH TO YES

Getting to Yes, a book and training plan by Roger Fisher and William Ury of the Harvard Negotiation Project, is integral to all interest-based bargaining programs. It incorporates, for starters, these general steps:

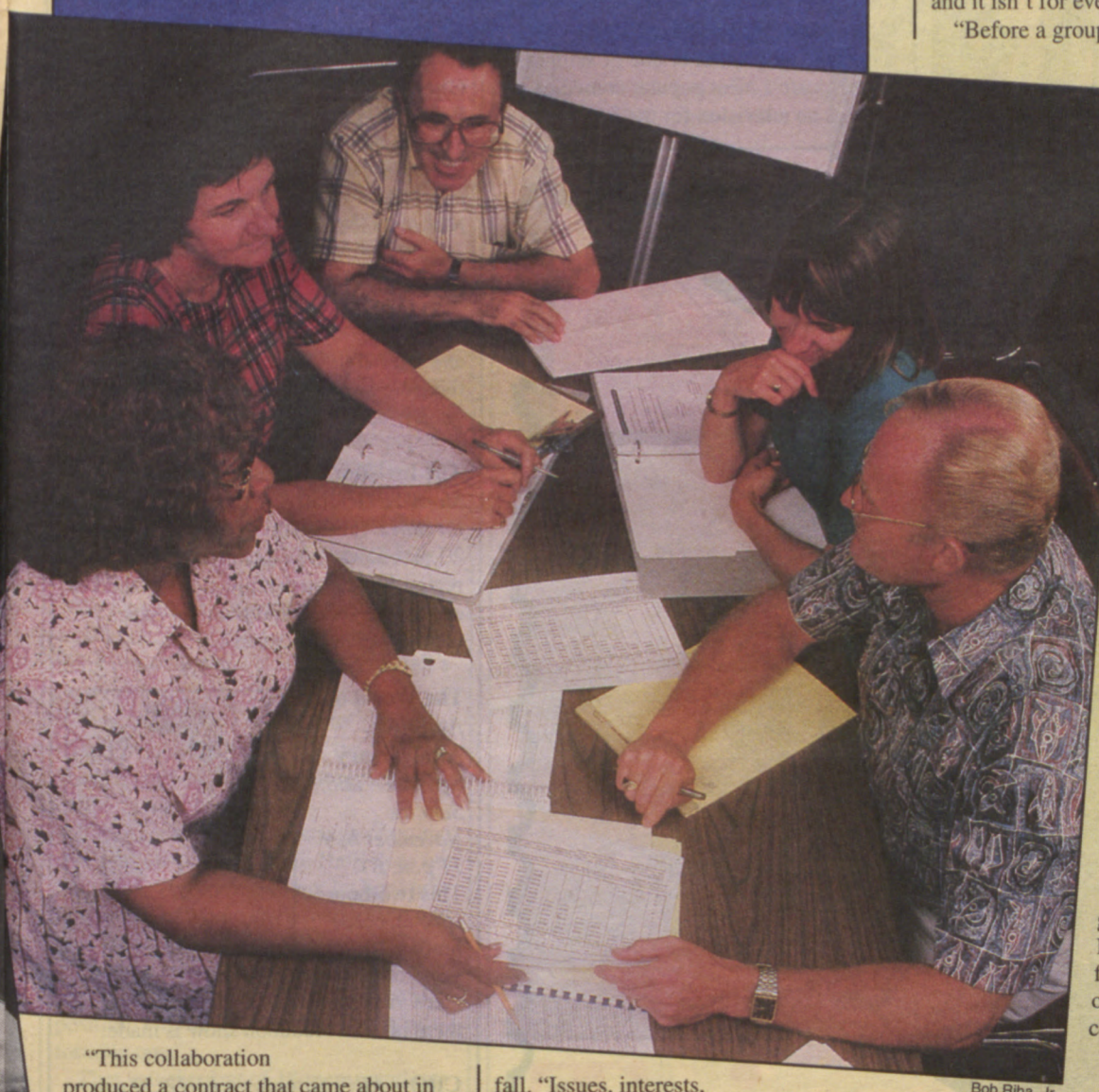
➤ *"Separate the people from the problem."* Deal with the problem on its merits, and don't consider the personalities on the other side to be the problem.

➤ *"Focus on interests, not positions."* Aim for a solution that best serves your overall interests, even if it means shifting from your starting position.

➤ *"Invent options for mutual gains."* Be creative in devising proposed solutions. One side's gain doesn't have to mean the other side's loss.

➤ *"Insist on using objective criteria."* This keeps everyone focused on what is actually possible and avoids an arbitrary battle of the wills.

For California's La Mesa/Spring Valley Teachers Association, collaborative negotiations extend beyond contract time. Members, including President Shirley Peace (front left), work on a health care package with District Superintendent Warren Hogarth (front right).



Bob Riha, Jr.

"This collaboration produced a contract that came about in only a few months," notes UniServ Director Lola Buie, who conducted an extensive member information campaign with Association leaders. "Granted, we did have some marathon sessions, but we resolved the whole contract in much less time than it used to take."

Across the country in Tennessee, contract negotiations during autumn 1992 produced "little more than rough times," recalls Chattanooga Education Association member Angie Wood, a sixth-grade math teacher at Eastlake Middle School.

But the school board had hired a new negotiator who, not used to the conflict process, proved to be a catalyst for the solution. He wanted a more collaborative effort with the Association.

CEA, working with the Tennessee Education Association, contacted the Federal Mediation and Conciliation Service. The following spring, both district management and Association representatives attended a one-hour presentation on interest-based bargaining given by two FMCS trainers. Both sides then agreed to attend a joint one-day training on the method.

FMCS representatives came to each session during the actual bargaining that fall. "Issues, interests, options—they made sure we stayed with the process," says Wood, who serves on the bargaining team for the 985-member Association.

The team sent out joint communications to members, some of whom didn't know what to make of the new method at first. "We didn't have a 'rally the troops against the board' mentality, like they were used to," says Wood.

But the team got results. By November 1993, CEA and the district worked out a contract that provided a 6 percent raise, a 25 percent increase in life insurance coverage, two-way intercoms for schools by 1995-96, and an agreement that teachers would have a greater say in the administration of certain programs.

"It was easy—in that it wasn't adversarial," Wood notes. "It was still lots of work, but it all went into developing mutual interests and solutions, not outsmarting the opponent."

Interest-based bargaining opens the way toward working together year round, not just at contract time. To that end, the Chattanooga bargaining team has formed a "System Wide Action Team," or SWAT, to collaborate in addressing non-contractual items such as program planning and trouble shooting.

CEA and the Chattanooga Public School System have formed such a successful partnership that they won an FMCS award for excellence in collective bargaining—a first for the public sector.

Moving from conflict to cooperation isn't just a simple attitude adjustment—and it isn't for everyone.

"Before a group becomes involved in interest-based bargaining," explains Ted Bynum, a training and bargaining specialist for the California Teachers Association, "there should be a strong local and management team in place. All the major players and consultants on both sides have to be involved in the process. And all must recognize that the process is still bargaining, not capitulation."

"Interest-based bargaining doesn't necessarily make your former adversary your friend," notes Missouri's Ted Tunison. "If you start assuming that, things can go awry."

Recognizing this, a growing number of NEA locals are gearing for a new battlefront, one in which diplomacy comes before the war.

—Leona Hiraoka

GAINFUL PURSUITS

Innovative approaches to bargaining have produced a wide range of non-traditional gains for school employees, among them:

➤ *Job descriptions.* Last year—their first in the Association—education support members of Excelsior Springs ESP in Missouri "went beyond the basics," says President Marcia Hiser, and won a contract that provided them with job descriptions and professional development training.

➤ *Time.* Members of the South Kitsap Education Association in Washington have negotiated a provision for "time, responsibility, and incentive" grants, which provide up to $2,000 for classes, conference fees, or time spent on planning or extracurricular supervision.

➤ *Site-base decision-making.* At the Horace Mann Middle School in San Francisco, teachers no longer wait for the word from on high. They work on a community council alongside administrators, parents, and students to make decisions on major issues, such as the budget and the hiring of a new principal.

➤ *Flexibility.* Hours aren't set contractually for teachers in Appleton, Wisconsin. They work "professional hours"—that is, it's left to their discretion to determine how long it takes to get a job done.

Reality Check

Interest-based bargaining can't shield a local from events that take place outside the bargaining arena. The 1,000 members of the Pontiac (Michigan) Education Association can attest to that.

After years of confrontation—strikes, back-to-work orders—a new superintendent arrived on the scene in 1988, someone who "would listen to the union and teachers, without barrier of class or political bias," says UniServ Director Lee Longfield.

Over a five-year period, the Association and the school board built a relationship of close communication and trust. The result: contracts ratified before schools let out for the summer, "allowing teachers to plan and recuperate rather than fight a debilitating wage battle," says Longfield.

But those days are history. Now there's no consultation or sharing of information. School employees are inundated with threats of disciplinary action and directives on when to take a break or lunch. And all six units of the PEA—teachers and support personnel—are working without a contract and facing a two-year wage freeze.

What happened? The superintendent who was integral to the cooperative relationship retired in 1993. What's more, at the state level, public school employees have lost the right to strike, and their right to protest has been severely restricted.

Longfield doesn't ascribe the current situation to malice on any one person's part. "What we had a few years ago was an absolutely admirable relationship, and we knew it was unusual."

But PEA isn't ready to return to the bad old days of head-on confrontation. "We must keep trying to work together," Longfield adds. "It's in everyone's best interest."

RESOURCES

TV Tips

Mekong: Children of Rice and Guns—*TBS, Sunday, October 2, 10-11 p.m. ET.* Cousteau expedition cameras capture the dramatic contrast between river life in Vietnam and Cambodia, particularly for children.

Smart Living—*CNBC, Sunday, October 2, 4:30-5 a.m. and Sunday, November 6, 4:30-5 a.m. ET.* This series provides information and resources about issues and trends in the consumer marketplace. Teachers may tape this program with no copyright restrictions.

Native Americans—*TBS, Monday, October 10 through Thursday, October 13, 8:05-10:05 p.m. ET.* For the first time on television, the story of this land's indigenous nations is told from the perspective of the American Indian.

Much Ado About Nothing—*The Disney Channel, Saturday, October 15; check local listings for time.* This highly acclaimed adaptation of one of William Shakespeare's most popular comedies appears on television for the first time, featuring Kenneth Brannagh, Denzel Washington, and Emma Thompson.

Love Hurts—*ABC Afterschool Special, Thursday, October 20, 4-5 p.m. ET.* Domestic violence can occur among the young. That's the message of this special about a talented young pianist and her abusive boyfriend.

Ghosts of the Bayou—*TBS, Sunday, October 30, 9-10 p.m. ET.* National Geographic Explorer visits New Orleans on Halloween and All Saints' Day to find out why there are so many sightings of ghostly apparitions.

The Invisible People—*TNT, beginning Monday, October 31; check local listings for dates, times.* This special month-long, 20-part news series features in-depth, region-by-region examinations of the key economic, social, and political issues facing Native Americans.

The World of Audubon Anniversary Special—*TBS, Sunday, November 6, 9-11 p.m. ET.* This two-hour special, celebrating 10 years of environmental programming, takes viewers behind the scenes to show them how an Audubon show is made.

CRO—*ABC, Saturdays ,12-12:30 p.m. ET.* This animated science/adventure series from the Children's Television Workshop uses Ice Age and contemporary settings to introduce basic science and technology concepts.

Free support materials are available. Write to CTW/CES, One Lincoln Plaza, New York, NY 10023, or FAX 212/875-6100.

These listings are provided by KIDSNET, a computerized clearinghouse in Washington, D.C.

Teacher TV

Don't forget to tune in to *Teacher TV*, the award-winning weekly magazine-style program coproduced by NEA and The Learning Channel. *Teacher TV* airs Sundays at 12:30 p.m. ET. Here's a list of upcoming episodes:

- **October 2:** Teaching to the Brain
- **October 9:** Learning From the City
- **October 16:** When Society's Problems Walk Through the Door
- **October 23:** Higher-Order Thinking Skills
- **October 30:** National Teacher Certification
- **November 6:** Overlooked Students.

CHRISTMAS SEALS®

KIDS' DRAWING CONTEST

Rahini Shankar, age 8

The American Lung Association, the National Education Association Health Information Network and Triaminic® Parents Club invite students ages 6 to 15 to enter the 1994 Christmas Seals Kids' Drawing Contest by drawing "Things That Make You Feel Good at the Holidays."

For every entry received, Triaminic® will donate $1 to the American Lung Association to help children with breathing disorders.

The Grand Prize winner's drawing will become an official Christmas Seal mailed to over 30 million homes and he or she will receive an Intel® Personal Computer, color inkjet printer, and graphics software.

The 53 First Prize winners will win My First SONY® Electronic Sketch Pads. Just duplicate this form and attach it to each drawing. For individual brochures or more information, please call **1-800-LUNG-USA.**

One of your students could create next year's CHRISTMAS SEAL with this holiday art activity that helps other children, too.

HOW YOUR CLASS CAN ENTER

1. On 8-1/2" x 11" sheets of unlined white paper, have your students draw in color a picture of something that makes them feel good at holidays.

2. Have your students complete the official entry form and tape it to the back of their drawings. Also, have your students print their names on the back of their drawings.

3. Collect your classes' drawings and mail them to Christmas Seals Contest, P.O. Box 190950, Dallas, TX 75219-0950 to be received no later than March 31, 1995.

— OFFICIAL ENTRY FORM (Please Print) —

Child's Name

Parent or Guardian's Name

Address

City State Zip

( ) Home Phone Date of Birth

School Name

( ) School Phone

OFFICIAL RULES

1. No purchase necessary. Open to residents of U.S., Puerto Rico and U.S. Virgin Islands, 6 to 15 years of age as of 9/1/94. Enter as often as you wish, but each entry must be different and must be submitted with a completed official entry form taped to the back of the drawing. Each drawing must be sole, original work of entrant, completed without assistance. Paint, photography, computer or electronic graphics, mechanically reproduced drawings and placement of three-dimensional objects onto the drawing are not acceptable. Entries will be judged on judges' preception of: Relevance to contest theme "Things that makes you feel good at the holidays" – 0 to 45 points; Originality/Creativity – 0 to 45 points; and Suitability of drawing for use as a Christmas Seal – 0 to 10 points. Parent or legal guardian of each entrant acknowledges and agrees that the entry becomes the property of SANDOZ PHARMACEUTICALS CORP. and the American Lung Association which have the right to modify, publish, publicize, promote and use winning entrants' drawings, names, likenesses without further compensation or notification. Subject to federal, state, and local laws. Void where prohibited.

To obtain an official entry form, a copy of complete contest rules, or a copy of the winners list, send a self-addressed, stamped envelope before 3/31/95 to: DRAWING CONTEST (specify form, rules or winners list), P.O. Box 190950, Dallas, TX, 75219-0950. Winners lists will be fulfilled after 6/30/95.

LEGAL TIMES

First Amendment Triumphs

When Maggi Hall wrote a letter to the editor complaining about a school board junket, little did she know it would cost her her job. But after a three-year legal battle, she is right back where she wants to be—in the classroom.

Jeff Chatlosh

Maggi Hall was mad. When she learned that six members of her local school board in Marion County, South Carolina wanted to spend $10,000 of school district funds to attend a convention in California, the NEA member did what any civic-minded taxpayer would do: she wrote a letter to her local newspaper.

In a December 5, 1990 letter to the *Marion Star-Mullins Enterprise,* she called the proposed trip a "waste of public funds" and a "luxurious vacation."

"It is high time more taxpayers began to speak out on how our hard-earned money is being spent on education in this country. It certainly doesn't go to teacher salaries, does it?" she asked.

Hall later filed a Freedom of Information Act (FOIA) request with the school board, asking for the names of the board members who had planned to make the trip. She wrote other letters to the paper complaining when Superintendent William Foil refused her FOIA request.

To put it mildly, Superintendent Foil was angry, and he decided to get rid of Maggi Hall.

To that end, he launched a campaign of retaliation, petty harassment, and bumbling espionage that culminated in Hall's firing.

Two weeks after Hall's letter was published, Foil sent members of the school board a copy of the letter, along with a memo in which he wrote:

"I cannot say that the barrage of opinions and innuendoes [from Hall] does not bother us. The trick is to not let her know how much of a pain she is and where our pain is located!

"Maybe enough rope will allow our gadfly to suspend herself in an awkward position. Hopefully, it will be an uncomfortable one."

That was the first of 18 memorandums about Hall that Foil would send to the school board—memos that proved his undoing.

The superintendent next took out a paid advertisement in the *Marion Star* that a federal court later would find was "menacing" and which "unquestionably threatened" Hall. The ad read, in part:

"IF YOU WORK FOR A MAN, in Heaven's name, WORK for him..., stand by him and stand by the institutions he represents.

"[B]ut as long as you are a part of the institution do not condemn it. If you do that, you are loosening the tendrils that are holding you to that institution, and at the first high wind that comes along, you will be uprooted and blown away, and probably will never know the reason why."

Over the next three months, Hall became the object of an ugly vendetta by both Foil and Cynthia LeGette, Hall's building principal.

At a teachers' council meeting, Foil was asked about a question raised by Hall. "Tell her to go to hell," he responded.

At Foil's request, LeGette began to closely monitor Hall's arrivals and departures and to report back to Foil. LeGette also sent Hall memos criticizing her for leaving faculty meetings early.

On one occasion, LeGette actually followed Hall to her gynocologist to try to catch her misusing sick leave. LeGette was disappointed, no doubt, when Hall pulled into her doctor's parking lot.

Hall's letters to the editor and her conflict with Foil and LeGette had a divisive impact on the teaching staff at North Mullins Primary School, where Hall taught. A group of teachers at Mullins even signed a petition requesting Hall's transfer.

In April 1991, Foil and the school board hired private attorney Bruce Davis "to explore ways to eliminate the Hall problem." Davis advised Foil that he would need "hard evidence" to get rid of Hall, a tenured teacher.

In May 1991, Foil wrote another memo to the board sarcastically entitled "Report on our most professional teacher" in which—according to the court—"Foil outlined his scheme to procure the hard evidence needed to fire Hall." His scheme was this:

Hall had been actively involved in Wildlife Action, an environmental protection organization. Chevron Corporation announced that it would be giving Wildlife Action an award and invited Hall to travel to Washington, D.C.—at Chevron's expense—to receive the award.

Hall had asked for three days off to attend the ceremony, which Foil denied. But Foil suspected that Hall might go anyway, so he had LeGette call the hotel where Hall and her husband were planning to stay. The hotel confirmed a reservation for two in Hall's name.

To Foil's delight, Hall called in sick on the day of the ceremony. To get the hard evidence he so badly wanted, Foil hired a D.C. photographer to take pictures of Hall receiving the award.

Even before receiving the prints from the photographer, Foil drafted a letter recommending Hall's dismissal.

But when the photos arrived, they showed none other than Hall's daughter receiving the award. Hall had indeed been sick at home.

Broken, but not beaten, Foil wrote yet another memo to the board explaining that he was going to get rid of Hall at all costs:

"Bruce Davis and I agree that the reason is a bit thin, but I am ready to take the chance even if the Board has to reinstate her and force me to apologize on my knees at high noon on the courthouse steps."

Three days later, Foil showed up at Hall's classroom, ordered her to clean out her desk and report to the central office the next day. For the remainder of the school year, Hall was assigned to an empty office where she sat with virtually nothing to do.

In June 1991, Maggi Hall received a notice of termination for her "uncooperative and disrespectful attitude." After a three-day hearing, the school board upheld her dismissal.

With funding from NEA and the South Carolina Education Association, Hall then sued the school district for violating her First Amendment right to free speech.

You don't have to be a constitutional scholar to know that a school board can't fire a teacher for speaking out on a matter of public concern, such as the expenditure of school funds.

Faced with overwhelming evidence of bad motive documented by Foil's memos to the board, a federal district court ruled in January 1993 that Hall had been fired in retaliation for her letters to the editor in violation of her free speech rights. The court ordered Hall reinstated with full back pay.

The school board appealed, and on July 26, 1994, a unanimous three-judge panel of the Fourth Circuit Court of Appeals affirmed the decision in all respects.

Although Hall has yet to receive her check from the school board, it is expected to be about $100,000 for three years' back pay. The school board will also have to pay the NEA/SCEA lawyers an additional $100,000 in attorneys' fees.

Hall told *NEA Today* that she was "thrilled" by the decision and looked forward to returning to teaching.

"I greatly appreciate all that NEA and SCEA have done—for the First Amendment, for teachers, and for me."

A triumphant Hall returned to her job on August 15, 1994. A few things had changed. During the intervening years, Foil retired, LeGette resigned her position, and all but one of the board members were voted out of office.

When former superintendent William Foil was asked recently whether he intended to kneel at high noon on the courthouse steps and apologize to Maggi Hall, the ex-superintendent told *NEA Today*, "I don't believe so."

—Michael D. Simpson
NEA Office of General Counsel

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Relationship: _____

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Marital Status:
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(2) ☐ Married
(3) ☐ Separated, Divorced or Widowed

Are you the major wage earner in your household?
(1) ☐ Yes (2) ☐ No (3) ☐ About the same

Number of children age 22 or younger dependent on you for support:
(0) ☐ 0 (1) ☐ 1 (2) ☐ 2 (3) ☐ 3 (4) ☐ 4 or more

Children's Year of Birth:
1st child 19 _____ 2nd child 19 _____
3rd child 19 _____ 4th child 19 _____

Which statement best describes your housing situation?
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(2) ☐ Own condominium or cooperative (5) ☐ Live with relatives
(3) ☐ Own mobile home (6) ☐ Other

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People

Marathon for a Cause

For eight days, **Linda Hepker** walked through talcum powder dust over rocky terrain. Temperatures hovered in the 90s. No shade. No rain in sight. The special ed assistant from Cedar Rapids was a long way from "nice, flat Iowa farmland."

Half-way around the world, in fact. Hepker was in the Rift Valley in Tanzania last year, walking 211 miles to raise money for Operation Bootstrap, an organization that helps fund school construction in rural African villages.

"I'd always wanted to go to Africa," she says. This particular trip was suggested by a church leader. "The thought of going to Africa, not as a tourist, but to actually walk and be amongst the people...." Well, Hepker jumped at the chance.

What she saw gave her a bit of a jolt. "There were 50 to 60 kids in elementary classrooms, students sitting three and four at a desk. They had no books and limited paper." Still, Hepker was impressed by the "open, friendly" people, their efforts to make a life in the desert without water, electricity, or medical care, and their pleasure in the simple things in life.

Traveling on foot provided a suitable pace for conversation. "It wasn't unusual to see Masai along the route who wanted to stop and talk," Hepker says. "Their first question to us was always the same: 'Where's your car?'"

While without car, Hepker was never without camera. Once home, she took her slides on the road, speaking to local groups and continuing to raise funds. "I've always sat back and said, 'That's terrible, but there isn't anything I can do.' This trip showed me that one person can make a difference, no matter how small."

Gargoyles and Good Spirits

When it comes to gargoyles, Notre Dame Cathedral in Paris has nothing on Calvin Simmons Junior High in Oakland, California. Thanks to students of art teacher **Nestor Gonzalez**, gargoyles abound throughout the school—in alcoves, doorways, and hallways, just about everywhere.

But rather than warding off evil spirits, these life-size papier mâché gargoyles serve to attract the good spirits of the 10 "megaskills" they represent: confidence, motivation, effort, responsibility, initiative, perseverance, caring, teamwork, common sense, and problem solving.

Simmons' students are learning the megaskills at home as part of the Oakland Urban Initiative, a joint project piloted by members of the Oakland Education Association, with help from NEA's Center for the Revitalization of Urban Education. Making the gargoyles helps the students reinforce the concepts, says Gonzalez.

Each gargoyle is an individual student interpretation, carefully created from papier mâché. Before getting messy, the students create draft sketches and clay models they later use as guides.

Who can say there isn't something mystical about these creatures?

"I tell the kids their work carries their spirits," says Gonzalez. "When you put a lot of effort into something, part of your spirit enters it, making it magical."

Mike Spinelli

Kent Brown

Surrogate Parent

It's midnight in Danville, Kentucky. While much of the town sleeps, **Gladys Wheeler's** "day" begins with bed check.

For the next eight hours, Wheeler, a house parent at the Kentucky School for the Deaf, takes care of 20 of the school's 200 resident students. She makes sure her charges—eighth and ninth graders—are in bed. She cares for them through the night and prepares them for school in the morning.

"We're surrogate parents," explains Wheeler, a member of the Kentucky Education Support Personnel Association (KESPA). "For five days a week, we bathe the kids, clothe them, and help them with their homework." On weekends, the children go home to their parents.

Like parents, Wheeler and her colleagues have a lot of tough nights. "Sometimes, I have to cope with drug problems, fights, even interest in gangs. I counsel these kids just like I would my own children."

Still, Wheeler, a former nurse who's worked at the residential school for 16 years, wouldn't have it any other way. "I'm as proud as any parent would be."

Joe Di Dio

Foot-Tappin' Worldwide

As a young Tennessean, **Steve Cates** got hooked on local history and culture, including Appalachian-style square dancing.

Now, as a social studies teacher in Rutherford County, Tennessee, Cates trains a troupe of local youth to compete in international folkloric competitions. He also runs an International Folkfest every year in his hometown of Murfreesboro.

"What's special about our folkloric festival is that the international dancers perform in local schools. So students can study about their country before seeing the performance." Area students have had the chance to see groups from 13 foreign countries since the festival began in 1982.

Cates has been training his dance troupe for 27 years. This past summer, he took a group of 40 between the ages of seven and 30 (alums keep coming back) to compete in Italy.

Cates invites others who'd like to host an international folkloric group or send one of their own overseas to contact him at 1019 E. Northfield, Murfreesboro, Tennessee 37130.

Tim McKinney

Performance of a Lifetime

As a kid of 10, **Floyd Peterson** picked up his sister's baton to improve his lackluster motor coordination.

In a few short years, he was named a state champion in baton and a national champion as a drum major. He started performing professionally as a teenager, adding machetes, torches, and rifles to the typical baton routine.

Last year, the education assistant at Belle Sherman Elementary in Ithaca, New York became the Hall of Fame for Baton's first Black male inductee.

When he's not twirling his baton, Peterson is hardly twiddling his thumbs. He runs the Stewart Park Day Camp, a week-long program for children ages 5-14, and helps choreograph plays in Ithaca area schools. He's also coached baton champions in every age group and continues to coach privately.

The 33-year-old keeps all those batons in the air—and still makes time to perform in just about every parade in town.

"It's gotten to the point where if there's a performance of some kind, people in the community assume that I'll be there," he says.

Peterson also makes time to revel in his students' success and count his blessings. "Some people never find what they like to do. I've been lucky to find lots of things I like, and they all involve people," he says.

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Your 1995 Guide to NEA Member Benefits

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*Based on a 1992 NEA survey.

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NEA Guaranteed Issue Life Plan

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NEA Members Insurance Trust® has developed a decreasing term life insurance plan specifically for NEA-Retired members 55 or over. As an NEA-Retired member, **you cannot be turned down for this coverage, and there's no medical exam.** Although the amount of coverage is dependent on your age, you can qualify for up to $10,000 of life insurance. Underwritten by The Prudential Insurance Company of America.

For more information about this valuable plan, call NEA Member Benefits toll free at **1-800-637-4636.**

NEA MemberCare® Supplemental Health Plans

In-Hospital Plan Covers Costs That Your Regular Health Insurance Doesn't. Excess Major Medical Plan Supplements Your Employer Plan and Covers Some Nursing Home Benefits.
NEA MemberCare® offers a package of health insurance plans to supplement the basic health protection you receive through work or Medicare. You can also insure your spouse and dependent children at attractive group rates. These plans are administered by Seabury & Smith, Inc.

Call NEA Member Benefits toll free at **1-800-637-4636** for more information about NEA MemberCare®.

NEA Homeowners Insurance

Protect the Comforts of Your Home
NEA Homeowners Insurance offers you protection at affordable rates, plus many valuable extras—whether you own a house or condominium, or rent an apartment. Provided by Horace Mann Insurance Company, insuring America's educational community.

Call NEA Member Benefits toll free at **1-800-637-4636** for more information.

NEA Income Protection Plan

Don't Let a Disability Jeopardize Your Family's Well-Being
The NEA Income Protection Plan is designed especially to meet the needs of educational employees. The plan can provide up to 67% of your salary—usually tax-free and paid directly to you. Use the benefits for your mortgage or rent, utilities and other important expenses your salary would normally cover. Choose from plans underwritten by the American Fidelity Assurance Company and Washington National Insurance Company.

Don't let a disabling illness or injury threaten the financial well-being of your family. For more information, call NEA Member Benefits today at **1-800-637-4636.**

NEA Home Financing Program℠

It Takes the Work Out of Getting a Mortgage and Puts Buying Power in Your Hands

Whether you want to buy a home or refinance the one you already have, this program offers the best overall combination of service, benefits and value on the market today. And the whole process couldn't be easier! Experienced mortgage counselors will review the wide range of mortgages available, and help determine which one is best for you. And, when you're ready, you can even apply right over the phone.

Competitive Rates, Substantial Savings, and Superior Service

The program starts with some of the best mortgage interest rates around. There's a full rebate of the appraisal cost after closing (a value of $360 or more), no charge for your credit report, low down payment options, a no-cost 60-day rate lock option, a low origination fee and a zero-point option. You can get a loan commitment before you start house hunting, or get a free prequalification estimate. There's even a special program for first-time home buyers.

Home Equity Loans Are Also Available

If you already own your home, a home equity loan can provide you with the opportunity to turn the financial strength of your home into a convenient line of credit. The money is there when you need it, and in most cases, it's fully tax deductible.* (Home equity loans are not available in every state.)

All loans are administered by Prudential Home Mortgage. To speak with a counselor, call 1-800-NEA-4-YOU (1-800-632-4968) from 8 a.m. to midnight, ET, Monday-Friday.

*Consult your tax advisor regarding deductibility of interest and for more information.

NEA Credit Card Program®

Save Hundreds of Dollars a Year with an NEA Credit Card
The NEA School Days® MasterCard® and Premier Gold MasterCard® cards are custom-tailored exclusively for NEA members. They offer flexibility, low annual percentage rates, and no annual fee.

One of the Best Credit Card Values in the Country
In addition to no annual fee and low annual percentage rates, NEA Credit Cards feature custom-tailored benefits for NEA members: grace periods, payment holidays, travel benefits, buyer's protection on the Gold card, no liability for lost or stolen cards, insurance coverage, exemplary customer service and more. These accounts are issued and administered by MBNA America Bank, N.A.

For more information regarding the NEA Credit Card Program, call NEA Financial Services® toll free 1-800-468-7632.

NEA Valuebuilder® Tax-Deferred Annuity

Developed exclusively for NEA members by the NEA and Nationwide® Life Insurance Company, the NEA Valuebuilder® Annuity Program's sole purpose is to help you build the kind of retirement nest egg you'll need later on.

Put More of Your Money to Work with Tax-Deferred Savings
With convenient monthly payroll deductions in the NEA Valuebuilder® Program you can realize two important advantages: potential faster growth of your retirement nest egg (because all taxes on your investment earnings are tax-deferred) and lower current income taxes (because your current taxable income is reduced by the full amount you invest, up to $9,500 a year).

The Sooner You Start, the More You Save
NEA Valuebuilder® has a wide range of investment options, from conservative to aggressive strategies. Call NEA Member Benefits toll free at **1-800-637-4636** and let an NEA Valuebuilder® Representative help you develop a personal retirement plan to meet your needs.

NEA-Sponsored FDIC-Insured Money Market Account

Higher Rates, Safety and Access to Your Money
With the NEA-Sponsored FDIC-Insured Money Market Account offered by MBNA America, you can get to your money whenever you need it, without any penalty whatsoever. Starting with as little as $500, it's easy to take advantage of higher rates, and your money is FDIC-insured, up to $100,000 per depositor.

NEA-Sponsored GoldCertificate® CD

Higher Interest Rates and FDIC Safety
The NEA-Sponsored GoldCertificate® CD offered by MBNA America was created to give you the high interest rates you want, the flexible terms you need, and the safety that made you look to Certificate of Deposits in the first place.

Interest rates are higher than those of most major banking institutions, and they beat the average rates available nationwide. The NEA-Sponsored GoldCertificate® CD is also FDIC-insured, up to $100,000 per depositor.

Start saving now with as little as $1,000.

The NEA-Sponsored FDIC-Insured Money Market Account and the NEA-Sponsored Gold Certificate CD® are both administered by MBNA America Bank, N.A., which consistently receives the highest possible rating—a three-star rating for safety—from VERIBANC, Inc., an independent bank-rating service.

Start making your money work harder—call NEA Financial Services® at **1-800-348-4632** to get today's current rates or to open your account right over the phone.

NEA Member Benefits Consumer Guides

Written by experts in their fields, the NEA Consumer Education Guides provide unbiased information and advice on important issues facing us all, such as insurance, finance and technology.
These insightful guides are free to NEA members and contain essential facts necessary for a complete understanding of the topic. NEA Member Benefits has produced these guides as a means of further educating NEA members and giving them a consumer's edge in what can be a confusing marketplace. For a list of available guides, please refer to the information request form.

NEA Member Services Center

Help is Only a Phone Call Away
NEA Member Benefits maintains a toll-free Member Services Center to help you with any questions or concerns you may have about Member Benefits programs.

Members find that having access to the Member Services Center is like having a double warranty—first from the company that provides an NEA Member Benefits program, and then from the NEA itself, which backs up the provider's warranty with added service and support.

We Received 140,000 Phone Calls from Members Last Year
Knowledgeable Member Services Representatives are there to help you. Call them at **1-800-637-4636** from 8 a.m. to 8 p.m. weekdays, 9 a.m. to 1 p.m. Saturdays, ET, and see how they can help you.

I want to know more about these programs. Please send me information about the following:

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010 ☐ NEA Term Life Insurance
012 ☐ NEA AD&D Insurance
016 ☐ NEA MemberCare® Supplemental Health Plans
* ☐ NEA Income Protection Plan
*(SS: 018 or 025 and NSS: 118 or 125)
040 ☐ NEA DUES-TAB™ Insurance
050 ☐ NEA Guaranteed Issue Life Plan
750 ☐ NEA Three-Way Home Protection℠ Plan
935 ☐ NEA Level Premium Term Life Insurance
925 ☐ NEA Homeowners Insurance

NEA FINANCIAL PROGRAMS

015 ☐ NEA Credit Plan®
051 ☐ NEA Line of Credit®
120, 121 ☐ NEA Credit Card Program®
330 ☐ NEA Home Financing Program℠

NEA INVESTMENT PROGRAMS

233 ☐ NEA-Sponsored FDIC-Insured Money Market Account
751 ☐ NEA-Sponsored GoldCertificate® CD
886 ☐ NEA Valuebuilder® Program

NEA MANAGED PROGRAM

818 ☐ NEA Online™

NEA DISCOUNT PROGRAMS

006 ☐ NEA Car Rental Program
036 ☐ NEA Magazine Service

NEA CONSUMER PROGRAMS

035 ☐ Understanding Credit
101 ☐ Homeowners Insurance
133 ☐ Tax-Deferred Annuities
611 ☐ How Much Income Protection Do You Need?
743 ☐ Buying a Personal Computer

Name _____

Address _____

City _____ State _____ Zip _____

Phone _____ Is this a new address? Yes _____ No _____

Social Security Number _____
(for membership identification only)

Note: Not all products are available in every state.

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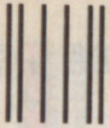

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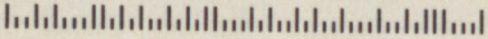

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NEW

The NEA Home Financing Program.℠

It Takes The Work Out Of Getting A Mortgage... And Puts Buying Power In Your Hands.

The NEA is proud to present a breakthrough benefit for NEA members. It's the NEA Home Financing Program,℠ provided by Prudential Home Mortgage, a leader in home financing. Whether you want to buy a home, are refinancing the one you own, or are looking for a home equity loan, we believe the NEA Home Financing Program offers the best overall combination of service and benefits on the market today. Here are some of the benefits you'll enjoy when buying a home or refinancing a mortgage with the program.

- **Competitive Interest Rates.**
  The program starts with some of the best mortgage interest rates around. You can call anytime for a free quote at 1-800-NEA-4-YOU.
- **Full Refund Of Appraisal Cost.**
  After closing, your appraisal cost will be refunded in full. This represents a value of $360 or more.
- **Loan Commitment* Before You Start House Hunting.**
  Get your mortgage commitment before you start shopping for a home. You'll save time and when you're ready to negotiate with sellers, you'll be in a stronger bargaining position.
- **Low Origination Fee And A Zero-Point Option.**
  Because we know that every dollar you save helps increase your home buying power, the program offers a low origination fee. You can even choose a *zero-point option,* reducing your up-front, out-of-pocket expenses even more.
- **No Charge For Your Credit Report.**
  We'll even pay for your credit report when you apply.

- **Fast Loan Decision.**
  If you've already found the right home, you can get a loan decision in as little as 24 hours after you submit your application.**
- **No-Cost, 60-Day Interest Rate Lock Option.**
  This option gives you protection from rising interest rates by locking in your rate at application or anytime up to five business days before closing.
- **Lower Down Payment Option.**
  If you thought you couldn't come up with the down payment, this option can make the difference. With the proper documentation, your down payment can be as low as 5%.
- **Special First-Time Home Buyer Program.**
  The First Home℠ program offers two different low down payment options, with one that can be as low as 3% of your own money when you have financial help from your family or a community organization.

Call Today For Information And Advice...Or To Apply.

We know you're busy. So, experienced mortgage counselors are available for extended hours, 8 a.m. to midnight, Eastern time, Monday through Friday. You can call from your home or workplace when it's convenient for you. A counselor will review the wide range of mortgages and home equity loans available, and help determine which one is best for you. There's no obligation, just information. And when you're ready, you can apply right over the phone.

1•800•NEA•4•YOU

(1-800-632-4968)

NEA Home Financing Program℠

Yes, please send me information about this new member benefit. I am:

- ❑ Ready to buy or refinance a home.
- ❑ Thinking about buying a home and want to get a loan commitment before I start shopping.
- ❑ Looking for my first home and am interested in lower down payment options.
- ❑ Interested in how a home equity loan can help me. (Not available in every state)

Name _____ Social Security Number _____ *(For membership identification only)*

Address _____ City _____ State _____ Zip _____

Optional:

My Telephone ( )_____ The Best Time To Reach Me _____ am _____ pm

Please mail to: NEA Home Financing Program℠
Prudential Home Mortgage
Post Office Box 84
THF 104 10/94 Minneapolis, MN 55440-8712

Or call: 1•800•NEA•4•YOU

nea Member Benefits

NEA Financial Services®

All loans are offered and originated by
Prudential Home Mortgage

* Your loan commitment will be subject to the terms and conditions contained in the loan commitment letter for this program. Call a mortgage counselor for details.

** Eligibility requirements for the 24-hour loan decision include: Single family dwellings only, with a $500,000 maximum loan amount. Condos, co-ops, second homes and investment properties are excluded. Also, because your loan decision is not subject to an appraisal, you may want to consult your legal advisor to include an appraisal contingency in your purchase contract. Other conditions may apply.

The NEA is not offering or originating any loans in connection with this program.

NEA Financial Services is a registered service mark and the NEA Home Financing Program is a service mark of the NEA Member Benefits Corporation.

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SOUNDING BOARD

Time To Pull Up Stakes... Again

By Lynda Callender

To most people, the reduction of U.S. troops abroad over the past few years—formally know as military drawdown—is abstract and far away. But as a Department of Defense Dependents Schools (DODDS) teacher of 14 years, drawdown is up close and personal.

Even though I've been a leader in the Overseas Education Association (OEA) and assisted others, I didn't really appreciate what other teachers went through until it happened to me.

President Clinton wants to reduce military forces abroad in Europe and in other parts of the world by 100,000 over the next few years. That means shrinking enrollments for schools located on United States military bases; some schools have already closed. And that means fewer DODDS teachers will be needed. Those who are will have to transfer to keep their jobs.

Each year, DODDS teachers are declared "excess" when their positions are eliminated due to shrinking enrollments, or when their schools close. We're given the option of being relocated within the country—if a job's available—or being placed "worldwide."

It's not as though DODDS teachers aren't used to moving around. We are. Many of us came to DODDS from jobs in non-U.S. countries.

I started teaching, for example in Colombia as a Peace Corps volunteer. And I followed that experience with a two-year stint in Togo, West Africa, where I taught English to first-year graduate students who were studying to become English teachers.

I started teaching in DODDS schools in 1980. My first assignment was at Kubasaki High School in Okinawa, Japan. Then I was transferred to Germany where I spent five years, dividing my teaching assignments between Fulda and Bitburg.

After a stint in the Boston Public Schools, I returned overseas as a DODDS teacher, working in Yokosuka, Japan. After that I transferred to Mannheim Middle School. That's where I experienced the effects of military cutbacks in Germany.

After two years in Mannheim, DODDS began to cut specialists; the military drawdown was under way. My compensatory education position was eliminated, and I was declared excess.

I went worldwide for reassignment hoping for the first choice on my wish list—Okinawa. I spent many suspense-filled weeks wondering if I would get my desired assignment or the placement from hell. As it turns out, I got a little of each.

First I was informed that my assignment was Okinawa—just what I had hoped for. A few weeks later, I was told a mistake had been made. My assignment was changed to Panama—a country that wasn't even remotely close to making my wish list.

NEA members who work for Department of Defense schools overseas are used to changing jobs. But these days, why bother unpacking?

Within the DODDS school network, Panama is a bit behind the times, but no one in Washington seems to notice.

It was quite an experience.

One example: I bought a car one day and drove it to school. The very next day, it disappeared right from the school parking lot—U.S. government property in the Canal Zone! It might as well have been the Bermuda Triangle.

To make a long story short, I found out that my car was the twentieth to be stolen from the very same lot. No one ever did anything about stolen cars there.

I filed a grievance, claiming "willful negligence of teachers' property." School officials hired a security guard to watch the parking lot. Not another car was stolen.

Not surprisingly, after a year in Panama, my ESL slot was abandoned. I was on the "excess" trail yet again.

For the second consecutive year, my papers were submitted with my assignment wish list. I waited for several weeks to hear about my reassignment. Then—voila!—the word came down. "You're going to Iceland," I was told.

Within a few weeks, I began hearing rumors that my Iceland assignment was a mistake. The Iceland assignment required certifications I didn't have, so—you guessed it—my assignment was changed again.

Needless to say, I've done my best to remain calm and composed despite the drawdown mishaps that have stalked me for the past two years.

As of the writing of this article, I have been reassigned to Lakenheath, England to teach special education, an area in which I'm certified. I've been assured by all the powers that be that this assignment won't change.

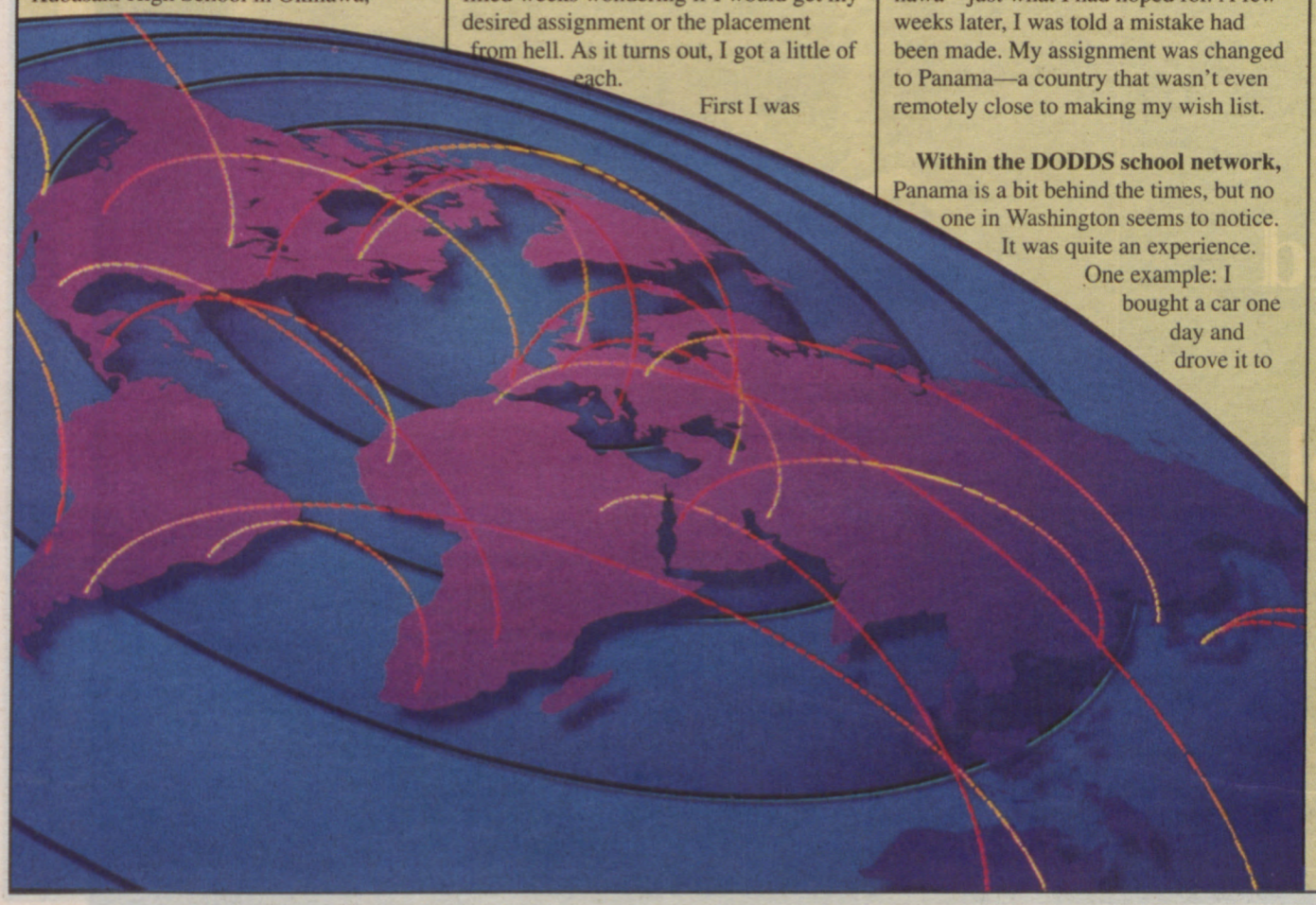
Drawdown has taught me to live with loose ends, looser than I ever thought I could. My second car sits unsold in Panama in the good hands of friends who have power of attorney to sell it.

My household goods are on their way to Iceland, but I have full faith and confidence that the Department of Defense will lock-in on them and shoot them straight to Lakenheath—sooner or later.

In some ways, I feel fortunate to be a part of the Department of Defense schools. I've learned a lot from students and my colleagues and I've been to a lot of places I might never have been were it not for my work.

Still, in other ways, it's been a hassle and sometimes a disappointment.

But it's all part of the experience of being an overseas Department of Defense schoolteacher. And in this time of military cutbacks overseas, it's certainly turned out to be even more of an adventure!



Joe Di Dio

Lynda Callender reports a safe landing in Lakenheath, England, where she'll be teaching special education. Her luggage, sent originally to Iceland, caught up with her just before school started.

IDEA EXCHANGE

Fitness Library: Check It Out

I've started a physical education library for students in my school. The children come in before classes to check out or return books, magazines, or articles.

If the kids can tell the teacher something they learned from the material they checked out, they're rewarded with token gifts like posters of university teams and cups with university logos.

Library material—including information on female athletes, physically challenged athletes, Black sports heroes, and sports fiction—is funded by grants I've written. On the horizon: sports videos.

Ann Birkle
Haggerty Elementary School
Belleville, Michigan

Handy Information

At the beginning of the school year, I have my students fill out 3 x 5 cards with the names of parents or guardians, addresses, and phone numbers. I ask that they tell me the relationship if they're not living with parents.

I keep this information at home so that I have phone numbers available for contacts that must be made on evenings or weekends.

Claudine Carlton
Oberlin High School
Oberlin, Ohio

Blindfolded

As a volunteer at the Lighthouse for the Blind, I've developed a real appreciation for what blind people can do. To help my math students gain that same appreciation, I've developed Blindness Appreciation Day.

As my students arrive in class, I give each of them a blindfold to wear. Then I distribute a piece of paper (notched at the top so they can position the paper correctly on their desks) and a ruler or compass to each.

For the first half of the period, I conduct a true/false test on common misconceptions about blind persons. I also ask my students to perform exercises related to what we've studied recently.

A sample geometry exercise: Construct a circle with a radius of about one inch. Pick a point on the circumference and draw a radius to it.

For the second half of the period, students pair up. One of the partners takes the blindfold off and, now "sighted," leads the still blindfolded partner around half the campus. At the halfway point, roles are reversed.

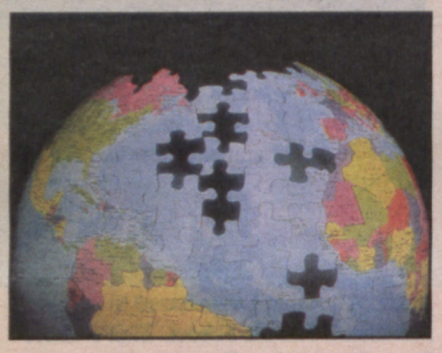
Back in the classroom, we discuss the experience. Most students are clearly impressed and have a deeper appreciation for their sight. The next day, I bring a blind student I'm tutoring to class, and my students ask questions.

Dan Lufkin
Foothill High School
Pleasanton, California

Paper Trail

Teaching geography to kids can be tough, but I've found a way to make inroads to my fifth graders.

My students pick out news events and follow them for 10 weeks in the newspapers. Then they map out where each event takes place and predict what the geographic consequences might be. In the process, the kids learn where things are and have fun doing it.



I got the idea for this program and other innovative ways to incorporate geography into the classroom from the Michigan Geographic Alliance.

I recommend getting involved with professional organizations in an area of your interest—it can help you stay on the edge!

Terry Kuseske
Patrick Hamilton Middle School
Dowagiac, Michigan

Cat in the Bag

I let my elementary students jazz up their drawings by having them cut out cartoon characters from the comics and paste them on drawings in appropriate—even inappropriate—places.

Garfield, Snoopy, and Calvin or Hobbes can add visual appeal to even a lackluster drawing. And such touches invite other children's inspection and appreciation.

Joan M. Macey
Benjamin Franklin School
Binghamton, New York

NEA Today *invites submissions to this column. Pass along your tips via NEA Online (keyword: NEA Today), or write to Idea Exchange,* NEA Today, *1201 16th St., N.W., Washington, DC 20036. FAX number is 202/822-7206. Include the name of your local Association and school, the subject/grade you teach, and your school and home phone numbers.*

It's time to get behind our school kids!

Attention NEA MEMBERS: Now in many locations people who wish to support NFIE can do so in their fall workplace charitable fund drives. NFIE is listed in the Combined Federal Campaign (CFC) for all civilian, military and postal federal government workers. Employees can also "write-in" NFIE on their United Way pledge cards in many locations. These gifts provide teachers and other school staff with resources and support they need to make sure all students receive a ***world-class*** education.

So help us get out the word!!! Tell your friends to **get behind our school kids** and designate NFIE in their workplace fund drives this fall. Thank you!

National Foundation for the Improvement of Education

1201 Sixteenth Street, NW, Washington, DC 20036. 202-822-7840

A Nonprofit, Tax-Exempt Foundation Created by The National Education Association

Innovation

How NEA members are changing the way school work

Fourth graders consider San Diego State "their" school by year's end.

Feared Science? Not Anymore

Kidpower University brings alive the prospects of both college and the sciences for San Diego fourth graders at risk of pursuing neither.

"In my 29 years in teaching," says teacher Lona Davies, "there's been nothing as worthwhile as this project."

Six times a year, the 34 kids from Lona Davies' fourth-grade class leave their Valencia Park Elementary campus and head for nearby San Diego State University, where they study robotics, electrical engineering, and computers.

Scientists of the future? That's Davies' great hope. But her charges aren't hand-picked whiz kids. In fact, they're what many would consider at-risk of not attending college, much less pursuing the sciences.

Davies is trying to improve the odds for her predominantly minority fourth graders. With help from San Diego State University (SDSU) and a $15,000 grant from NEA's National Foundation for the Improvement of Education, she's established Kidpower University.

"Lots of people talk about getting minority kids to college," says Valerie Ooka Pang, an SDSU professor of education who helped Davies develop the program. "But to accomplish this, they must show these kids what college is."

"Minority kids are underrepresented in engineering, science, and math," adds Davies, who met Pang while studying for her master's at SDSU. "We introduce these kids to 'professors of color,'" says Davies, and impress on them that college can be part of their future.

On every field trip, Davies' class heads to a campus classroom or computer lab, where they're greeted by a professor—though few have volunteered to teach such a tough audience.

Davies then begins the lesson. Students take notes and keep worksheets in the green SDSU binders they're given at the beginning of the year.

To learn electrical engineering, the kids create circuit boards. For aeronautical engineering, they compare the flight worthiness of different shaped paper and styrofoam airplanes.

In the computer lab, they create art on the graphics program. For robotics, each child receives a kit to construct his or her own automaton.

Well-placed curiosity fills the room. "I wonder what happens if you switch these wires and take off the head," one student asks. Another discovers a robot runs better on solar power than on the batteries it came with.

After the lesson comes perhaps one of the most exciting stops of the day: the campus cafeteria. The children relish their autonomy in the face of a vast luncheon selection—hot dogs, noodles with chicken, french fries.

They then add the remains of their $5 lunch stipend to whatever money they bring from home and head to the campus bookstore.

Pang often arranges for specials like free commemorative cups or $4 T-shirts, so each child can go home with something.

Back at Valencia Park, students work on computer equipment purchased with some of the NFIE grant money. Via modem, they correspond with friends they've made at the university as well as a second Kidpower University class at Fletcher Hills Elementary.

All this plants the seed that college is a viable option and that the sciences are worth considering.

"Look at the minds they have," Davies says proudly as her students show off the robots they've made. "They're not afraid of this stuff."

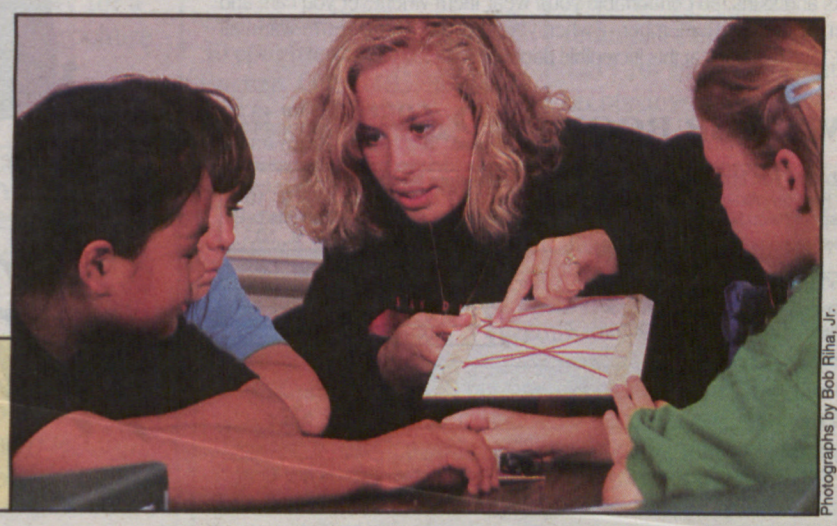
Research has shown that the gap between the percentage of minority kids and white kids who appear college-bound starts to widen when kids reach the age of nine or 10. "If you don't catch them early, they start thinking school isn't important," says Davies, a member of the San Diego Teachers Association.

"By the last trip, the kids feel like they're part of San Diego State," says Davies. "Just seeing the faces and hearing the conversations—'I'm going to college,' 'This is my school'—shows me they have a light now at the end of the tunnel. They realize they can work now and get someplace."

—Leona Hiraoka

Get a Grant

The National Foundation for the Improvement of Education, NEA's non-profit education foundation, awards grants such as the one used to start Kidpower University through three programs. For more information on the programs and how to apply, write to NFIE, 1201 16th St., N.W., Washington, DC 20036.



Kidpower University is bolstered by college students studying multicultural education. They volunteer as tutors, mentors, and tour guides around campus.

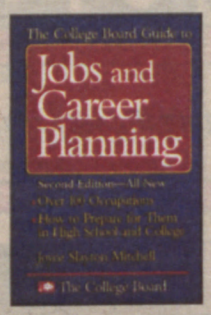
Photographs by Bob Riha, Jr.

RESOURCES

Free or Inexpensive

CAREERS

The College Board Guide to Jobs and Career Planning. The College Board. Filled with statistics on employment trends, this volume describes more than 100 career fields. Includes salary ranges, education needs, employment prospects, and where to get more information. Item No. 004671. $14 plus $3.95 shipping and handling from College Board Publications, Box 886, New York, NY 10101-0886, or call 800/323-7155. Make checks payable to The College Board.



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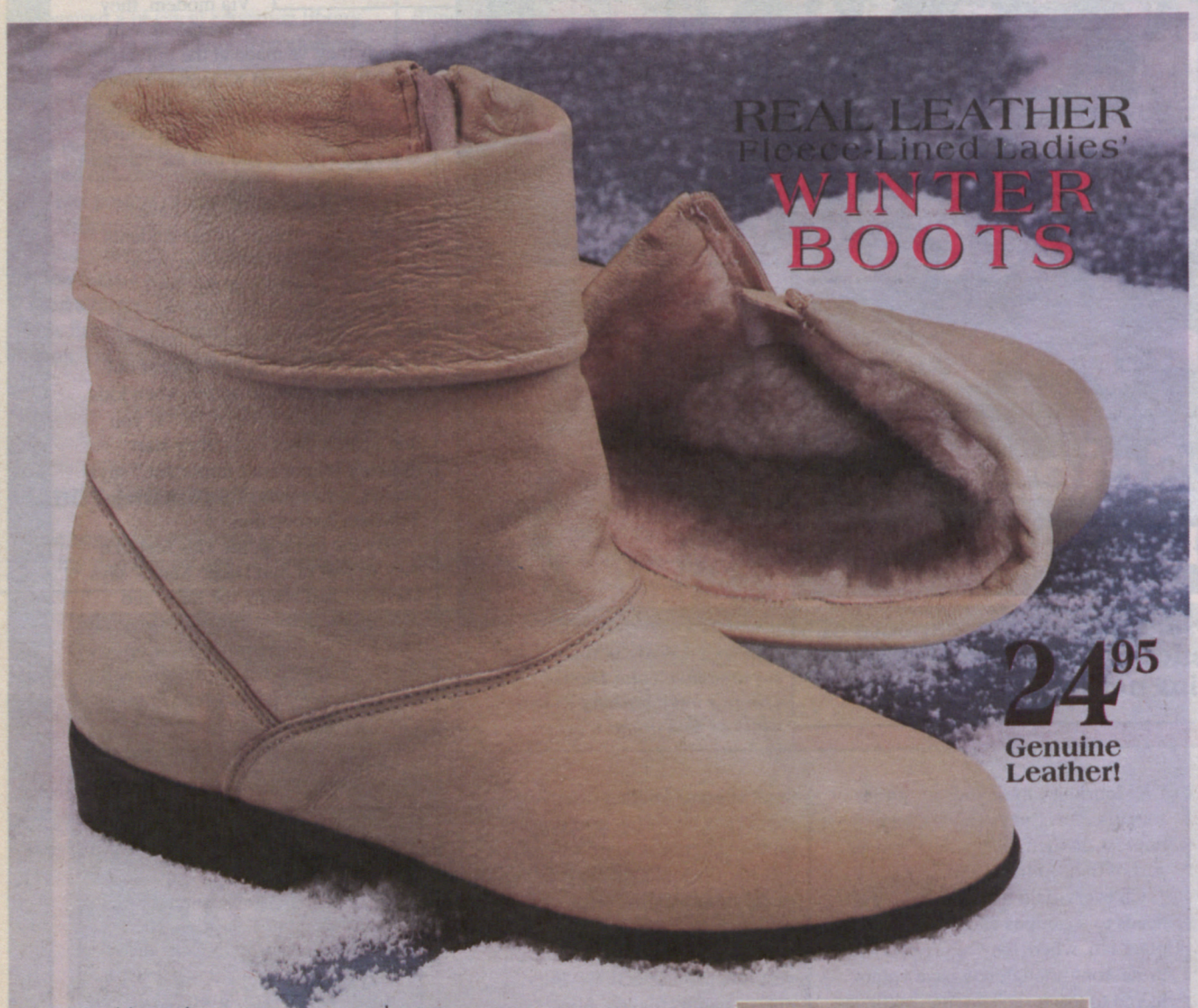

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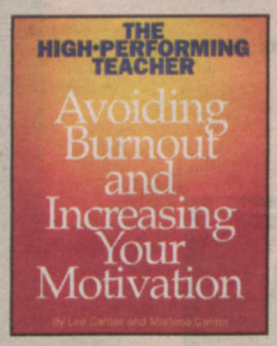
Ellen Meyers and Paul McIssac, eds. IMPACT II. 100 pp. $13.95.
A collection of dozens of short articles written by teachers. Includes lesson plans, ideas for curriculum reform, tips on team building and vision statements, current research, and resource listings.



Avoiding Burnout and Increasing Your Motivation
Lee Canter and Marlene Canter. Lee Canter & Associates. 136 pp. $10.95.
A step-by-step guide to taking control of your frazzled classroom life. This book reminds veterans they didn't become teachers "just to make it to the end of the day," then shows them how to put the meaning back into their lives.

Theme Immersion: Inquiry-Based Curriculum in Elementary and Middle Schools
Maryann Manning, Gary Manning, Roberta Long. Heinemann. 192 pp. $19.50.
An in-depth book that mirrors its message: A single topic isn't limiting—in fact, it's illuminating—if you handle it right. This books explains how.

How Schools Change: Lessons from Three Communities
Tony Wagner. Beacon Press. 304 pp. $25.
Critical lessons from the trenches—actually, from the halls of three Boston-area high schools working to improve teaching and learning.

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Current Rank		Previous Rank
1	***Student Portfolios,*** NEA Teacher-to-Teacher Books. ($9.95) Insights into using portfolios to assess and enhance student learning. (#2901-1-00-FB)	[1]
2	***Time Strategies,*** NEA Teacher-to-Teacher Books. ($9.95) Ways busy teachers restructure school time. (#2902-X-00-FB)	[4]
3	***Toward Inclusive Classrooms,*** NEA Teacher-to-Teacher Books. ($9.95) Students with special needs *can* learn with their peers. (#2903-8-00-FB)	[3]
4	***Cooperative Grouping for Interactive Learning: Students, Teachers, and Administrators,*** by Lawrence Lyman and Harvey C. Foyle. ($11.95) Dynamic ways to build change-inducing groupings. (#1842-7-00-FB)	
5	***Countdown to the First Day of School,*** by Schell and Burden. ($4.95) A must-have checklist for new teachers. (#2150-9-00-FB)	[6]
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7	***School-Based Change,*** NEA Teacher-to-Teacher Books. ($9.95) Tips, and techniques for avoiding pitfalls of school restructuring. (#2905-4-00-FB)	[5]
8	***Problem Solving/Decision Making for Social and Academic Success: A School-Based Approach,*** by Maurice J. Elias and Steven Tobias. ($11.95) Help your students succeed in school and beyond. (#3007-9-00-FB)	
9	***Becoming a Reflective Teacher,*** by Leonard Kochendorfer. ($16.95) Helps you critically examine and improve your teaching. (#3352-3-00-FB)	[10]
10	***At-Risk, Low Achieving Students in the Classroom,*** by Lehr and Harris. ($9.95) Covers over 100 practical ideas for improvement. (#3338-8-00-FB)	[7]

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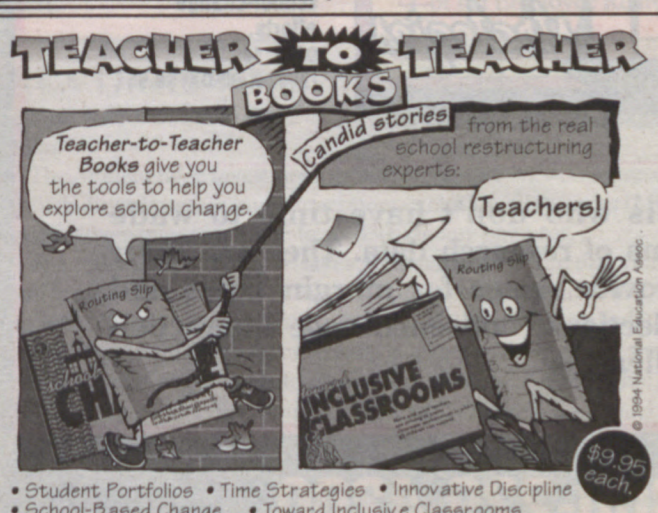
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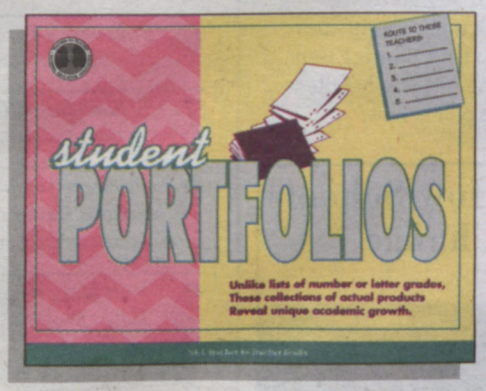
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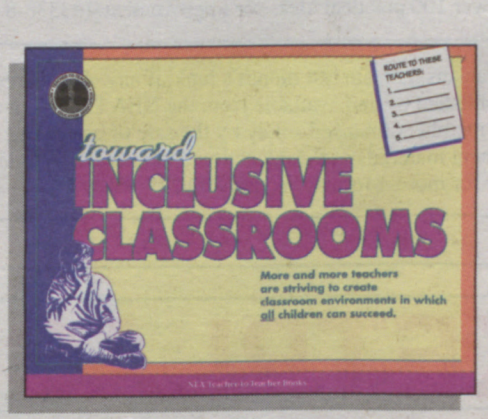
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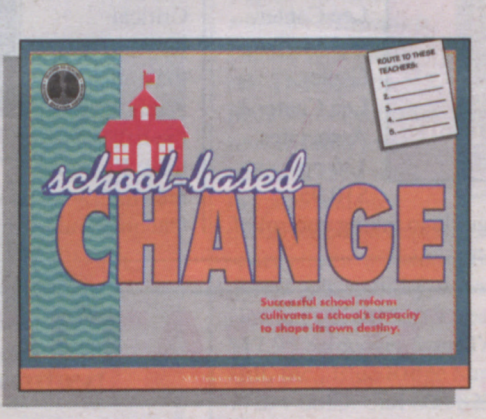
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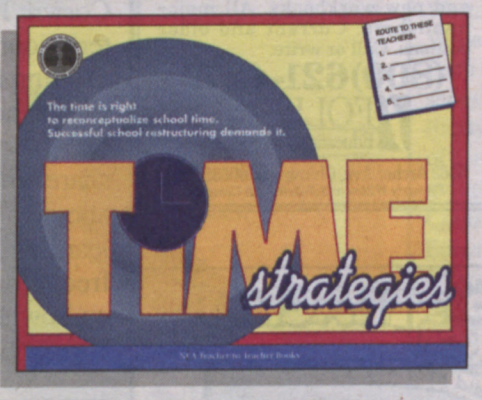
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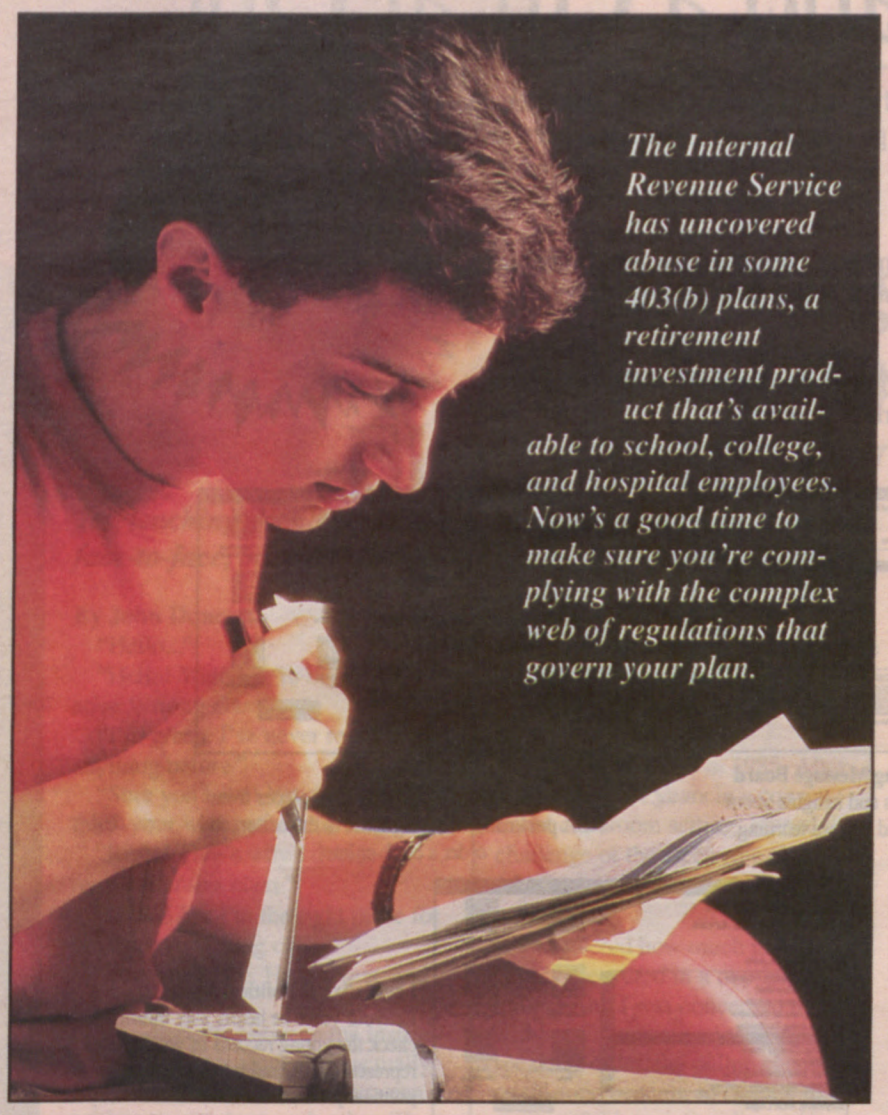
FOR YOUR BENEFIT

IRS Takes Hard Look at 403(b)s



The Internal Revenue Service has uncovered abuse in some 403(b) plans, a retirement investment product that's available to school, college, and hospital employees. Now's a good time to make sure you're complying with the complex web of regulations that govern your plan.

An estimated 3 million employees of non-profit organizations have $10 billion in 403(b) plans. The plans, which have steadily gained popularity, allow investors to exempt a certain percentage of their salaries from taxes.

But now, after 50 years of limited regulation, the Internal Revenue Service (IRS) has begun to investigate 403(b)s, starting with college and hospital plans.

So far, the IRS investigators have uncovered two types of 403(b) abuses, which they suspect may be widespread. First, some people have been allowed to contribute more money to 403(b)s than the law allows. Second, some 403(b) plans discriminate against lower paid workers.

Although there is no reason for alarm, experts say that people who participate in a 403(b) plan should check their contributions to make certain they are within the permitted limits.

The 403(b) retirement plans have been around for more than 50 years. They were given their name when Section 403(b) was added to the Internal Revenue Code in 1958. But there were few regulations to govern them until the Tax Reform Act of 1986, which phased in new rules to bring 403(b) plans more in line with 401(k) plans offered by private employers.

There are two basic types of 403(b) plans: those that meet the requirements of the Employee Retirement Income Security Act of 1974, or ERISA, and those that don't.

"If an employer makes a contribution to the plan, it must be an ERISA plan," says Rhoda Davis, a lawyer in the Boston office of Hewitt Associates, a benefits consulting firm.

Plans to which employees alone make contributions aren't subject to ERISA standards. They're much more loosely set up. The employer simply agrees to make a plan available to employees, deduct money from their paychecks, and send it to an insurer or mutual fund company for investment.

When the employer doesn't get involved, it falls on the employees to make certain that they are complying with all the rules. And the rules for contributions to 403(b) plans are multilayered and complex.

Because the calculations are so complex, many plan participants may want to have an accountant check their plan. In some cases, salespeople are misinforming participants about how much they can put into the plan. That makes a strong case for getting unbiased advice.

The IRS is currently focusing on hospitals and universities, but the audit effort is expected to have far-reaching consequences.

"I've been working with nonprofits since 1974, and this is the most significant event affecting their retirement programs that I can remember," says Thomas J. Bionic, a senior vice president at Fidelity Investments Tax Exempt Services Company.

"It will be interesting to see what ripple effect this will have on the huge public school marketplace," Bionic adds. "Its scope will reach to every major nonprofit and then eventually downward to embrace all nonprofits."

The IRS began auditing nonprofit institutions three years ago, starting with a comprehensive audit of 33 hospitals and 16 or 17 universities. The IRS was looking for flagrant tax abuses, such as officials using institutional funds for personal purposes.

The agency "sort of stumbled on the range of problems in 403(b) plans," explains Marcus Owens, director of the exempt organizations technical division of the IRS.

But once the violations were found, the IRS decided to mount a major audit of 403(b) plans. "They're getting ready to start a big enforcement push," says Kyle Brown, a former lawyer with the IRS and now a consultant at the Wyatt Company, benefits consultants based in Washington. "They want to let everyone know the brick is about to fall."

Brown predicts the IRS will begin by pinpointing some participants—probably highly paid doctors or college administrators—who have contributed too much. "They're going to find them, and make them pay a whopping tax bill," Brown notes.

Experts say that most of the errors are based on ignorance of the complex rules governing 403(b) contributions rather than on deliberate tax evasion.

"I will freely admit that the 403(b) is rife with noncompliance," Brown says. "But if I had to choose between sleaze and neglect as the cause, I would go with neglect. The IRS has neglected it. The private sector has neglected it."

—Mary Rowland

NEA Offers 403(b) 'Valuebuilder' Program

If your school doesn't offer a 403(b) plan, consider the NEA Valuebuilder Program.

The Valuebuilder Investment Professionals (VIPs) who represent the NEA Valuebuilder Program know maximum exclusion allowances (MEAs), the most an employee may contribute to a 403(b) in any one year.

The Valuebuilder Program takes great pains to ensure that your MEA calculation is correct. In fact, the Nationwide Insurance Enterprise (the underwriter for the NEA Valuebuilder Program) guarantees every MEA calculated.

The three main components of this calculation are years of service, prior contributions, and adjustments to gross compensation. An MEA must be calculated and filed for every NEA member who enrolls in the NEA Valuebuilder Program. If you choose to increase your contribution, your VIP will calculate a new MEA to ensure the amount stays within the IRS limits.

To get more information about the NEA Valuebuilder Program, call NEA Member Benefits, 800/637-4636.

WORKSHEET

Here's a simplified worksheet that gives you an idea of how the contribution limit might be set for a new employee or one making contributions for the first time.

ASSUMPTIONS:
You are a full-time employee.
Your employer does not contribute to the 403(b) plan.
You have no other employer sponsored retirement benefits—for example, no pension plan, no ESOP, no 401(k).

1. Enter your annual salary (i.e., your gross pay). $ _____

2. Enter any pre-tax contributions (e.g. medical or dependent care spending accounts). $ _____

3. Subtract line 2 from line 1. This is your net pay before taking into account your 403(b) contribution. $ _____

4. Multiply line 3 by 16 2/3 percent (.16667). $ _____
NOTE: As a general rule of thumb, 20 percent of net pay is equivalent to 16 2/3 percent of gross pay (assuming only 403(b) salary reduction).

5. Enter the lesser of the amount on line 4 or $9,500 (the current annual 403 (b) dollar maximum). This is the maximum amount you can contribute in Year 1. $ _____

ADDITIONAL CONSIDERATIONS

➤ If you cannot or choose not to contribute the full amount shown on line 5, future calculations can take into account the excess amount not contributed (up to the annual maximum, currently at $9,500).

➤ Calculations for employees with additional years of service and/or previous 403(b) contributions involve more complicated rules. These rules include annual limits, cumulative limits, and certain alternate elections. This simple worksheet cannot be used for those situations.

➤ To check your answer, subtract lines 2 and 4 from line 1 and multiply result by 20 percent. The answer should equal line 4.

Source: Hewitt Associates

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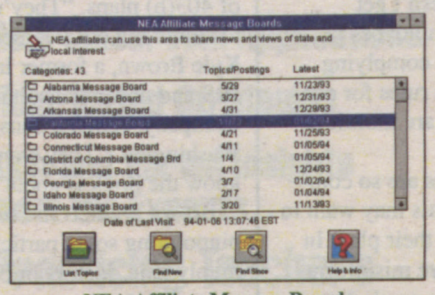
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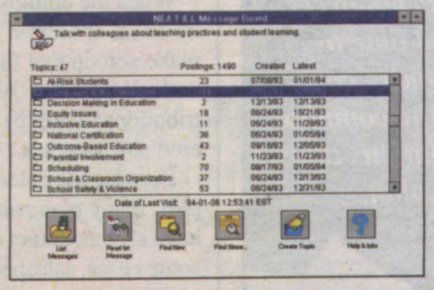
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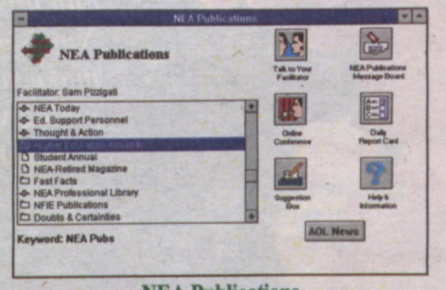

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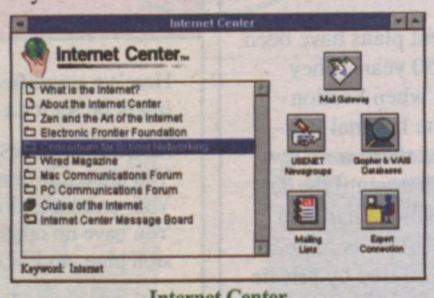

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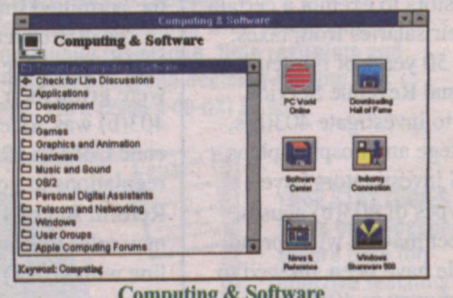

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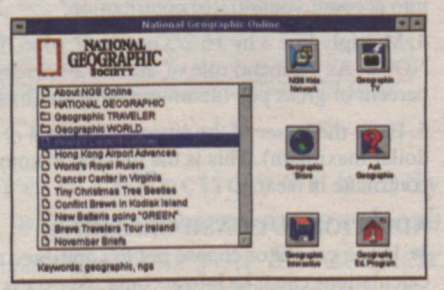

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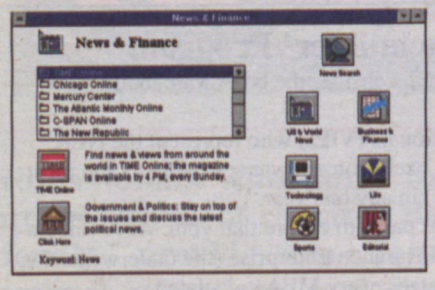

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4234/W

Online

NEA members using technology to improve education

Learning To Write Electronically

Yes, teaching people to write via computer is more difficult than face-to-face, but there are pluses to online learning as well.

By John Duncan

"Hello..."

"Hello! Welcome to our first Creative Writing class."

"I'm green. I've never really written anything before."

"Sure you have! You just don't think your writing is creative, right?"

"Right! That's why I decided to register for this class."

"Hello. Am I in the right place for the creative writing class?"

"You surely are. Have a seat, and join us."

This dialogue between the instructor and two new students is actually soundless. In fact, the speakers can neither see nor hear each other. Their words appear simultaneously on the computer screens of three people: the course leader in Falls Church, Virginia; the young mother who just settled her infant for the night in Columbus, Georgia; and the high school senior football hero in La Jolla, California.

Shortly they'll be joined by nine other budding writers, aged 16 to 65, living thousands of miles apart, from Honolulu to Houston, from Maine to Oregon.

It's the beginning of a two-hour Sunday evening class in America Online's Interactive Educational Services. Students will meet for eight weeks to examine and develop skills in the art of writing.

Some class members have graduate degrees; one has just earned his GED certificate. All of them have the urge to write.

That's how it was in 1988. After teaching for 27 years in a conventional classroom setting, I faced the challenge of the electronic classroom with anticipation and a bit of trepidation.

I wondered how much material could be covered in a two-hour class online. And I was concerned that without some system to establish a speaking order, the online classroom could soon become so chaotic that meaningful interactive discussion would be difficult to achieve.

My first venture into an electronic classroom began a four-year stint as a creative writing instructor for America Online's Interactive Educational Services (IES). During those four years, techniques for online teaching were refined as the number of courses expanded from a half-dozen to more than 50.

Taking electronic classes is relatively easy. To join with others in an electronic classroom, participants need access to a personal computer with a modem and a continuing subscription to an online service.

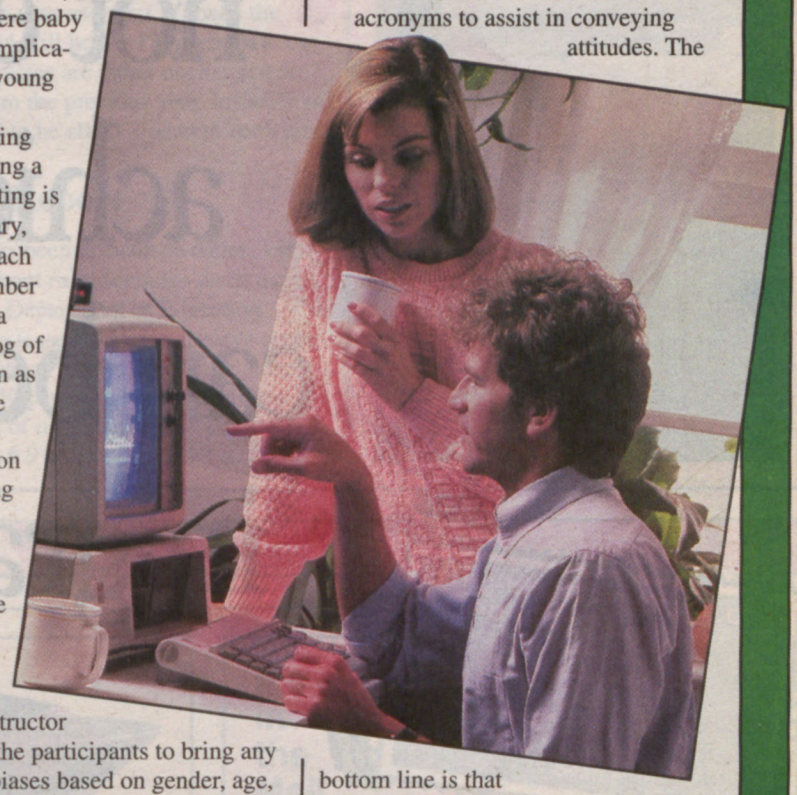
Some of the advantages of online classes are obvious.

➤ The cost is relatively low for an eight- to twelve-week course—usually a small registration fee plus the cost of time charges on your online service. Course materials are usually uploaded as a text-based file to a classroom "library," where participants can download it for printing and review.

➤ Participants in remote locations can interact as readily as those living in close proximity. There's no travel involved in getting to the classroom for each session; nor are there baby sitting complications for young families.

➤ Making notes during a class meeting is unnecessary, because each class member can store a running log of the session as a file to be printed or reviewed on screen long after the class has ended.

➤ There is virtually no chance for the instructor or any of the participants to bring any personal biases based on gender, age, accent, or physical appearance, since no one is actually "seen" in the electronic classroom.



There are, of course, some problems in participating in online classes, none of which is insurmountable.

In a two-hour class it's just not possible to accomplish nearly as much as can be achieved in a live physical classroom. So careful and detailed lesson planning to make optimum use of the online time is crucial.

Online teachers have found it essential to provide students a complete file of all materials, examples, and assignments in advance so that class time can be devoted exclusively to discussion of those materials already received.

The tone and attitude of members making comments in the electronic classroom is frequently more difficult to determine, since we cannot hear vocal intonation or observe facial expressions as we read the screen. Experienced online users have developed a number of symbols called "emoticons," and use mnemonics and acronyms to assist in conveying attitudes. The bottom line is that anyone with a computer and a modem can easily become an online teacher or student on one of the several online services that offer interactive courses.

Someday, we'll all be able to greet a new student to our electronic classroom with a familiar: Hello! Welcome to our first class.

John Duncan is a member of the Virginia Education Association-Retired and a lifetime NEA-R member.

GETTING STARTED

NEA Online is a special service for NEA members that appears on America Online, the nation's fastest growing information network. An $8.95 monthly NEA Online subscription offers unlimited time within the NEA Online area plus five free hours on America Online, with its easy-to-use access to the Internet. To start your NEA Online subscription, call 1-800-827-6364, ext. 3687 for a free software installation kit.

Already subscribe to America Online? You can gain access to NEA Online electronically. Just keyword: NEA Public, click the NEA Online button, and follow the subsequent directions.

Note: NEA members outside the contiguous 48 states and some members outside metropolitan areas must make a toll call to access NEA Online.

TIPS FOR USING NEA ONLINE

Vinny Kelly
Guidance counselor, Central Regional High School, Bayville, New Jersey

Our district plans on subcontracting custodial service to Marriott next year. So I went to NEA Online's Affiliate Message Boards (keyword: NEA Works) and put up a message, asking for help. I got five responses from other locals within a couple of days, with ideas and bad reports on Marriott's security and cleaning record. We took this information back to our superintendent. He was amazed that we were in contact with people outside Ocean County. Maybe now we can change his plans.

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School/Organization _____ Address _____

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Mail completed request form to: Discover Card Tribute Award Scholarship Program, American Association of School Administrators, P.O. Box 9338, Arlington, VA 22219

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AASA LEADERSHIP FOR LEARNING

TRENDS

Getting to the Core

In 1990, 17 percent of American high school graduates completed the core curriculum recommended by the landmark report *A Nation at Risk*—up from only 2 percent in 1982.

Other findings from the recent Educational Testing Service analysis of 22,000 graduates:

➤ The percentage of students taking remedial math decreased from 32.7 percent in 1982 to 24 percent in 1990.

➤ Both boys and girls took more science. In 1982, 13 percent of boys and 8 percent of girls took biology, chemistry, and physics. In 1990, 22 percent of boys and 16 percent of girls did.

➤ And the gap between whites and some minority groups narrowed a bit. In 1982, Asians took an average of 3.1 years of math, compared with 2.6 for whites, 2.4 for Blacks, and 2.2 for Hispanics. In 1990, the average was 3.5 years for Asians and 3.1 for whites, Blacks, and Hispanics.

Area Codes Evolve

Nothing's simple anymore. Take area codes. Used to be the first and last number of the three-digit code sandwiched a 1 or 0. But the 144 possibilities using that formulation are used up.

Now comes the new breed: 630 is coming to the Chicago area. Alabama adds 334 as a second area code, while western Washington welcomes 360.

In 1947, when codes were first assigned, Bell system researchers predicted the United States would run out of the first generation of codes around the year 2000. Care to predict when the three-digit code will see its last day?

Who's the Victim?

NEA attorneys around the country report that false allegations of sexual abuse or misconduct against teachers are increasing dramatically.

Karen Johnson, general counsel for the Texas State Teachers Association, says false charges "are more of a problem now than they have ever been in the past." Over the past 16 years, Johnson says she's seen the number of complaints increase from one or two a year statewide to between 30 and 50 this year.

Bruce Meredith, the state attorney for the Wisconsin Education Association Council, says that since 1977, charges of sexual misconduct against teachers have increased from about 5 percent of his staff's work to 25 percent.

Reasons given for the upswing include increased student awareness of sexual abuse and harassment issues, retaliation against teachers for bad grades or disciplinary action students perceive as unfair, and a need for attention.

"Students learn," Meredith says, "that certain words don't get you anywhere in school, and others get you everywhere."

Real Raises?

Don't count on it. A business research group says this year's corporate pay raises will be the smallest in at least 20 years. The only good news: they'll keep salaries just ahead of inflation.

According to a survey of 515 companies, most workers can expect 4 percent raises this year and next. If that's the case, 1994 will be the 13th year in a row that pay raises are either unchanged or down from the previous year. Inflation is predicted to be about 3 percent each year.

Rural Report

It's always been difficult to collect information about rural schools—until now. The U.S. Department of Education recently released a comprehensive report on the state of rural education in America. At 140 pages, the report includes hundreds of infobits. Among them:

➤ About 6.9 million students attend some 22,400 rural schools, accounting for 16.7 percent of public school students and 28 percent of public schools.

➤ Some 560,000 teachers—one-quarter of America's public school teaching force—were employed in rural settings in school year 1987-88.

➤ From 1979 to 1986, poverty increased twice as fast in rural areas as in urban ones. In 1990, the rural poverty rate was up to 16.3 percent, compared with 12.7 percent in urban areas.

➤ In 1988, rural teachers earned an average of $4,800 a year less than nonrural teachers.

"The Condition of Education in Rural Schools" sells for $10 including p&h. To order or for more information, write to the Superintendent of Documents, P.O. Box 371954, Pittsburgh, PA 15250-7954.

DATA BANK

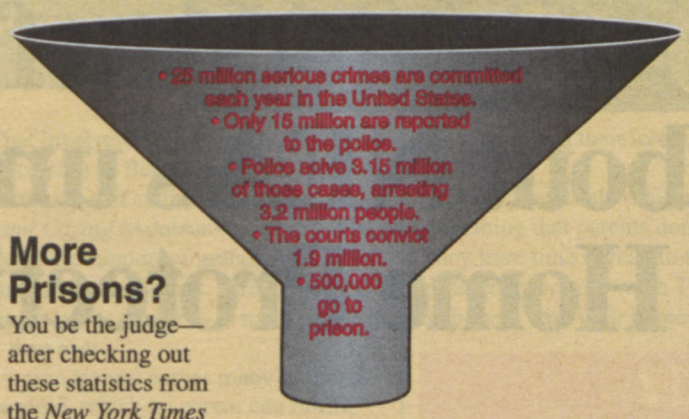
Tech Talk

Are you satisfied with your level of technical know-how? More men than women answer yes.

Sources: ICR Survey Research Group, *USA Today*

More Prisons?

You be the judge—after checking out these statistics from the *New York Times Magazine*.


• 25 million serious crimes are committed each year in the United States.
• Only 15 million are reported to the police.
• Police solve 3.15 million of those cases, arresting 3.2 million people.
• The courts convict 1.9 million.
• 500,000 go to prison.

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Buffalo
Manchester, N.H.
San Diego
Seattle

Lowest percentage of on-time deliveries:
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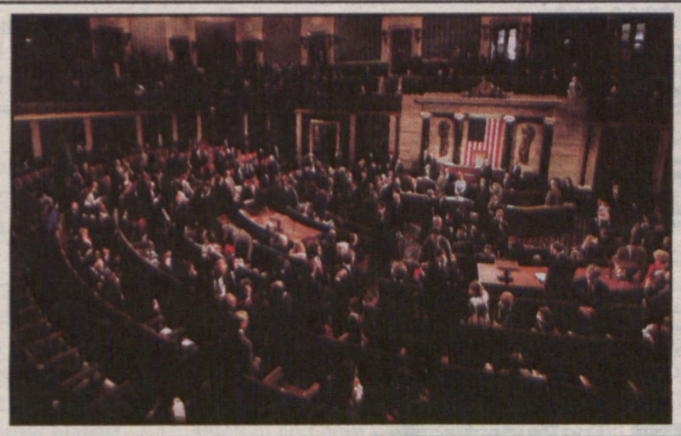
Washington, D.C.
Philadelphia
San Juan
Baltimore
Northern Virginia

Sources: Price Waterhouse, *New York Times*

Relative Progress

Just over 10 percent of members of the U.S. Congress are women. That's not very impressive compared with these 10 countries.

Source: United Nations



Percentage of Women in Legislature	
Seychelles	46%
Finland	39
Norway	36
Sweden	34
Denmark	33
Netherlands	29
Iceland	24
Cuba	23
Austria	21
China	21

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5. My age is _____.
6. My outstanding mortgage balance is $ _____ (round up to the nearest $5,000).
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   - ☐ the exact amount of my mortgage balance (as noted above) $ _____.
   - ☐ an amount $ _____ *less than* my mortgage balance.
   - ☐ an amount $ _____ *more than* my mortgage balance.
8. My mortgage interest rate is
   ☐ above 9.0% ☐ 9.0% or lower.
9. I have _____ years left on my mortgage (to the nearest five-year increment).
10. ☐ I am currently actively employed. (You must be employed to apply for this protection.)
11. ☐ I am ☐ I am not already insured under other NEA life insurance plans.

If you prefer, complete the form and mail to:
NEA Three-Way Home Protection Program, 51 Monroe Street, Suite 200, Rockville, MD 20850-9781.

T3W104

LOOKING AHEAD TO RETIREMENT

Grandparenting: It's Not What It Used To Be

The image of grandparents is changing, and so is their role within the family. Experts say grandparent involvement in children's lives has never been more necessary.

"If I'd known grandchildren were going to be this much fun, I'd have had them first."

That simple statement, displayed on countless bumper stickers across the country, sums up how many older Americans feel about grandparenting.

It's a grand job—a special time of joy and pride, an opportunity for older adults to shamelessly indulge their children's children as they never could or would have indulged their own.

But the image of grandparents is changing, and so is their role within the family. Today's grandparents are younger, healthier, more active, and better educated. They have more money and leisure time. And they're more involved in their grandchildren's lives.

That involvement, say experts, is vital to the stability of today's busy, stressed-out families, and to the welfare of the growing number of children who are the victims of family break-ups.

There was a time when most people didn't live long enough to become grandparents. Those who did had only a few years with their grandchildren. But a steadily increasing life expectancy is creating vast numbers of grandparents—more than 50 million in the United States alone.

Most of them assumed the role in their 40s and 50s, what's now considered early middle age, and most will continue in the role for at least three or four decades.

"For the first time in history, most adults live long enough to get to know their grandchildren, and most children have the opportunity to know most of their grandparents," say sociologists Andrew Cherlin and Frank Furstenberg in their book *The New American Grandparent* (Harvard University Press, 1992).

The image of grandparents is also changing. Gone is the image of grandma or grandpa sitting in a rocking chair, too frail to cope with an active child and too out of touch to be part of a child's world.

It's been replaced by a picture of a younger, healthier, more active grandparent who is still working, or whose retirement lifestyle is full of travel plans, community activities, and social commitments.

This change has led some experts (and parents) to believe that today's busy grandparents aren't interested in "being there" for their grandchildren. But most grandparents—even those who cherish their independence and autonomy—want to spend as much time as possible with their grandchildren.

That involvement is critical in today's society, says T. Berry Brazelton, renown pediatrician and author of *Families: Crisis and Caring* (Addison-Wesley, 1989). He says the support of grandparents—as friends and companions, caregivers, and even substitute parents—is more important than ever.

"A grandparent serves many purposes for a child, which no parent can fulfill," says Brazelton. "They need not be as authoritarian as parents. They can be indulgent, permissive, and relaxed, while parents must worry about family schedules and discipline."

Grandparents can also be a refuge for both children and grandchildren during times of stress, offering security and reassurance.

"They can offer comfort, family love, experience, hugs, and a sense of strength and stability for each member of the family," Brazelton says.

Another important role for grandparents is that of historian. Grandparents are a link with the past. They can pass on the family's history and traditions and give grandchildren a sense of their roots.

"To have roots," says child psychiatrist Arthur Kornhaber, "is to know where you came from and therefore to know who you are."

Grandparents also frequently have something that parents don't have—time. They have time to read to their grandchildren, play and watch TV with them, help them with their homework, take them to the movies and maybe even to Disney World. They also have time to listen to a child's worries. Parents are often distracted by their own problems or they assume a child's anxieties will pass.

As natural as grandparenting appears to be, there are obstacles to fulfilling the role, notes Brazelton. For one thing, many grandparents still work and are busy with their own lives.

For another, many grandparents live far from their grandchildren, which can make family gatherings difficult. A third obstacle can be the child's parents, who may fear or resent interfering grandparents.

How can grandparents meet these challenges? A few suggestions:

➤ Offer—before you're asked—to babysit. You'll get to know your grandchildren and give their parents a much appreciated break.

➤ "Provide the focus and the means for holiday reunions," Brazelton suggests. "Although everyone complains about the difficulties of getting together, there are few more meaningful ways for an extended family to keep in touch."

➤ Know the difference between involvement and intrusion, especially when it comes to discipline, which is better left to the parents. Also, don't tell your own children what to do in front of the grandchildren. "Undermining their parents in front of them is never good for children," says Brazelton.

"If you can make your role one of approval, of loving and delight in the child, and of reliable support for the parents," he adds, "you will become important to both generations."

All in the Family

If you're new to the role of grandparenting, or you'd like to feel closer to your grandchildren, here are some tips to help you become an important part of their lives, whether they live across town or across the country.

➤ Spend time with each grandchild individually. The bond between grandparents and grandchildren depends on how much time they spend together.

➤ Know what's going on in your grandchild's life. What's his favorite book or TV show? Find out and read it or tune in when it's on. As your grandchildren get older, call regularly and encourage them to talk about school and other activities they may be involved in.

➤ Remember that a picture is worth a thousand words. If you have access to a camcorder, make a video of yourself talking or singing to your grandchild. Or make a family photo album for the child. Include pictures of yourself and your grandchild's parent as a youngster. Label each picture with a brief description.

➤ Write to your grandchildren. Even if they can't read, they'll love getting mail addressed to them.

➤ Make regular visits, but for short periods. Three days is an optimal visit. Pitch in and help with household tasks and with the children.

RESEARCH CLUES

The Case of Will Breckenridge

By Robert McNergney

Case-method teaching—using realistic, complicated education problems—is revolutionizing teacher education.

In his fifteenth year of teaching, Will Breckenridge couldn't decide whether to sign his contract for another year or quit. He was too expensive for other districts, yet he was deeply dissatisfied.

Most of Will's seventh graders were generally apathetic toward mathematics, history, and almost anything challenging. Some were outright defiant.

Will's colleagues were genial, but sharp differences in their philosophies made genuine collaboration difficult at best. The special education teacher placed 12 students in Will's class and provided him with no direction or support.

The principal was psychologically and often physically absent from the scene. And the district's no-fail policy seemed to undermine everybody's desire to succeed. What is Will to do?

Fiction? No, this is a sketch of a real "case" used to hone teachers' powers of professional reasoning.

Case-method teaching reinforces the idea that it isn't simply what people know that matters. Professional qualifications depend also on the ability to use knowledge and get results that aren't always measured by tests.

Case methods discourage the single-problem/one-right-answer approach to educational problem solving, and instead encourage teachers to formulate many defensible actions. Defensibility rests not only on interpretations of research and theory, but on teachers' knowledge.

Case-based teaching poses these questions:

➤ Can you perceive teaching problems and opportunities in this case? Perceiving educational problems and opportunities is prerequisite to doing something about them.

➤ How do people's values influence their actions? When you examine a case from the various perspectives of people involved, you can begin to understand why people behave as they do.

➤ What do you know from theory, research, and practical experience that might improve the chances for teaching successfully in the situation? Professionals possess knowledge that can be used to guide their actions.

➤ How would you apply what you know to address the problems and to capitalize on the opportunities?

➤ What might be the consequences, good and bad, of your actions?

In the spring of 1994, teams of prospective teachers from the University of Michigan, University of Minnesota-Duluth, College of St. Rose, University of Calgary, and University of Pittsburgh met to consider the case of Will Breckenridge.

Team Michigan zeroed in on communication as the number one problem:

"Despite the fact that Will claims to enjoy the collaboration involved with working in a team situation, he has difficulty relating effectively with every member of the team.

"This is evidenced when he claims to have concerns about Tracy's performance [teaching science] in the classroom, but neglects to relate his concerns to her directly. Furthermore, Margaret, the special education teacher, does not attend the daily meetings on a regular basis...inhibiting the smooth integration of learning-disabled students into the general classroom....

"As a result of the absence of cooperation, ...ambiguity about rules and procedures exists, leaving the students with no concrete reason to behave appropriately, which ultimately affects their motivation."

Of course we can say after the fact, if educators don't communicate with each other, they lessen their power to teach and thus diminish students' power to learn.

Team Michigan nailed its argument by plotting strategy for improving building administration and by using literature on discipline and classroom grouping to chart a future where Will Breckenridge would exercise more control over and responsibility for his own classroom.

Team Michigan, shown here with their student guide, won the third annual Commonwealth Center Invitational Team Case competition at the University of Virginia last March. NEA co-sponsored the event.

"The Case of Will Breckenridge" is available from the Case Clearinghouse, 37 Ebury Crescent, London, Ontario, Canada M6CN6C3E1.

Robert McNergney is director of the Commonwealth Center for the Education of Teachers at the University of Virginia in Charlottesville. He directs the team teaching competition on which this column is based.

Now EVERYONE can see and hear how teaching success stories are being written all across the country. Thirty-six complete episodes of Teacher TV—including *Sexual Harassment, Violence,* and *Alternative Assessment*—are available on VHS from the NEA Professional Library at $15.95 each plus shipping and handling.(T6)

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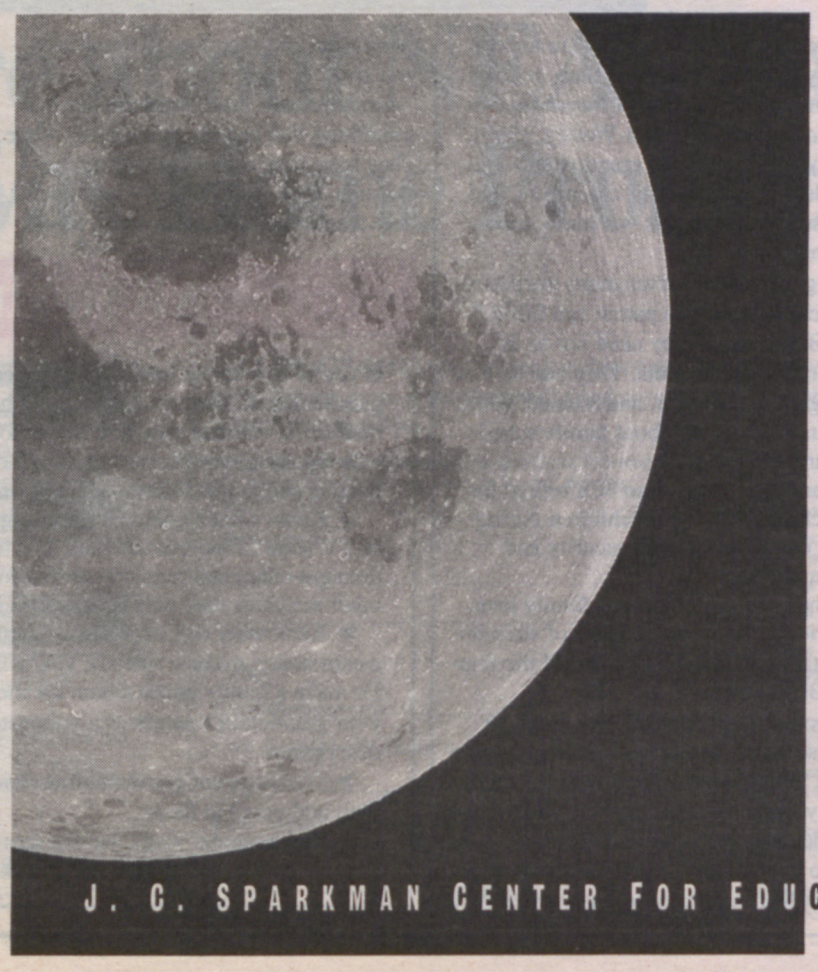


Looking For The Ultimate Field Trip?

It begins in Littleton, Colorado with a 3½ day training program at the J.C. Sparkman Center for Educational Technology. With the knowledge and skills to tap into the information superhighway, limitless possibilities unfold. (Imagine taking fourth graders on a free video tour through outer space, or introducing your Spanish class to a high school in Guadalajara via cable.)

1995 Teacher Grants

All expense paid grants are available to teachers in schools within most TCI service areas for this remarkable training program as a result of donations raised through TCI's "Electronic Field Trip" promotion. Contact your school district for details. And begin the ultimate field trip yourself.

TCI
We're taking television into tomorrow.

Your NEA

Q&A

At Your Service

What is the NEA UniServ program?
Launched in 1970, the UniServ program helps to fund Association staffers known as UniServ directors or representatives who provide a full range of services at the local level to NEA's 2.2 million members. The program, which began with a few hundred reps, has grown to more than 1,500 UniServ staff today.

What do UniServ reps do?
The typical UniServ rep works with 1,200 or more members. Some serve just one local NEA affiliate, while other reps may handle a half-dozen or more local affiliates.

The work varies from site to site, but all reps strive to strengthen the effectiveness of local Associations. In doing so, they serve as negotiators and grievance and arbitration representatives. And they conduct training sessions for local activists, organize new members, and coordinate professional development activities.

How is the program financed?
The program is supported by NEA and its state and local affiliates. This year, NEA has allocated $38 million from the collection of NEA dues to support the employment of UniServ reps. NEA's contribution each year is based on a fixed percentage of the dues for active members. This year, that amount is $20 per active member.

How are UniServ reps trained?
NEA sponsors and coordinates the delivery of an entire series of training sessions for UniServ staff each year on topics ranging from arbitration to strategic planning. Curriculum is developed by NEA in cooperation with its state affiliates. Some 800 UniServ reps participate in this training each year.

The NEA also maintains an affirmative action incentive program, which includes a UniServ staff intern program for women and ethnic minorities. The program, which prepares participants for UniServ work, includes both formal training and a three-month on-the-job training experience.

SPEAKING OUT ON THE ISSUES

NEA Aims for Better Kids' TV

NEA has teamed with DIC Entertainment—the largest independent supplier of children's programming in the world—to produce "Rimba's Island," a half-hour series for preschoolers, premiering on the Fox Network October 3.

The program, a live-action, costumed character show, stars six colorful animals on a tropical island. Using multicultural music, catchy songs, and simple stories, the show introduces kids to colors, counting, shapes, and sounds.

The show stresses how important it is to be a good citizen of the world and treat the planet and its people with respect.

"This is a great opportunity for NEA to play a role in developing the kind of wholesome entertainment we value," says NEA Communications Director Bill Martin. "It is encouraging to see producers actively seek our views in the conceptualization of a commercial television network series."

Two NEA members, Barbara Wong, a principal at Baldwin Middle School in East Los Angeles, and Jill McPherson, a teacher in Harrisburg, Pennsylvania, were consultants during "Rimba's Island" script production.

NEA's collaboration with DIC began last December when Association leaders met with representatives of the broadcasting industry and higher education to develop guidelines for improving television shows for kids.

The 12-point code they developed has since guided DIC script writers, animators, and directors in the production of shows for the home video, cable TV, and syndication markets.

DIC produces nearly 200 hours of children's programming a year.

WORKING FOR YOU

Putting the Serve in UniServ Work

It's election season in Millard, Nebraska, the Omaha suburb where Metro North UniServ Director Jay Sears works.

With a school board race, two state legislative races, two Congressional races, and a gubernatorial election coming up, Sears is busy pumping up support for the Association's endorsed candidates. Lately, he's been spending time organizing a meet-the-candidate picnic and lining up campaign volunteers.

It's all in a day's work—sometimes a 14- or 15-hour one for Sears.

His day begins in Lincoln, where the Metro North UniServ office is located. By noon, Sears is off, making the 60-mile drive to suburban Omaha, where he works with members of the Millard Education Association and Westside Education Association on committees devoted to bargaining, public relations, and member rights. In the evenings, there are often more committee meetings.

The hectic pace is typical for UniServ work, Sears notes. Membership in his two assigned locals totals 1,200. Just a few years ago, he was responsible for working with 1,600 members at 11 locals.

Since Millard Public Schools are an NEA Learning Lab, Sears also works with innovative teachers trying the latest techniques in site-based decision making. "The fact that Millard is a Learning Lab puts me right on the cutting edge of education reform," he says.

Sears provides training—sometimes in tandem with Nebraska State Education Association program directors—in site-based management, conflict resolution, and team building.

Sears, who taught in the nearby Seward public schools for 12 years and has worked as a UniServ staffer for 11, loves his job. "There's something different to do every day," he says.

The price? Sears says, "You have to be flexible and understanding, be a great listener, and have lots of energy."

SHORT TAKES

National Issues Conference. The statistics are startling: 2,428 children died violently in 1992, an increase of 67 percent in just six years. Between 1979 and 1991, nearly 50,000 children were killed by firearms in the United States.

NEA hopes its national conference, "Safe Communities, Safe Schools," scheduled for April 7-9 in Los Angeles, will spark discussion and creative ideas for turning this violent tide. The conference will address the importance of community partnerships. For details, contact Carol Adams, NEA Executive Office, 1201 16th St., N.W., Washington, DC 20036, 202/822-7118.

Free Materials. NEA is a strong supporter of the National Student/Parent Mock Election coming up this November. To receive a free 8-page guide to the elections (K-12), poster, map and ballot, call 800/315-VOTE.

TEACHER EDUCATION

NEA Looks for Cream of the Crop

What will teachers of the future look like and how will they be trained?

Expect answers to that question to come from an innovative partnership forged by NEA and 18 colleges and universities this past summer.

"If significant school reform is to occur across the nation," explains Charles T. Williams, who directs NEA's teacher education initiative, "education leaders must examine teacher training and begin to renew their professional institutions."

By joining forces, NEA and the 18 participating schools will learn from one another how best to train tomorrow's teaching force.

Change is definitely in the air. Take Memphis State University, for example.

"We were turning out students who didn't feel qualified to teach students from diverse backgrounds," says Cindi Chance, director of undergraduate curriculum at the College of Education. "That told us we weren't properly training them, so we rebuilt the college from the ground up, starting with vision and mission statements."

Collaboration is at the root of the new teacher education program, says Chance. And the operating philosophy is to send future teachers into the field to professional development schools.

The teachers-to-be train at schools that are becoming some of the best schools in the country. "They are the sites where teachers have empowered themselves to take responsibility for school improvement," she says.

Some of the professional development schools are experimenting with nongraded K-3 classes. Some have incorporated cooperative learning or have developed highly active parent involvement programs. Some are dealing with school violence in new and effective ways.

The kind of teacher Memphis is trying to shape is "someone who understands that teaching is more than just imparting knowledge, and that teaching requires taking responsibility for what happens." And the teachers these would-be educators are learning from exemplify, Chance says, the qualities of this "educational leader."

While classroom teachers help train student teachers, College of Education faculty learn by teaching at the professional development schools.

NEA and seven of the institutions will work on a five-year restructuring timetable. The institutions will receive $10,000 annual grants from NEA to aid the restructuring process.

They also will participate in a national symposium and the NEA's School Renewal Network, an electronic link with other educators involved in school change. They'll have access to research valuable to the change process and will be provided opportunities to publish and present at professional meetings.

The seven teacher-training institutions are the University of Southern Maine, Portland; Memphis State University, TN; University of South Carolina, Columbia; George Mason University, Fairfax, VA; Montclair State University, Upper Montclair, NJ; and Texas A & M University, College Station.

Eleven other institutions have been selected for a one-year "exemplary teacher education" program. Though they won't receive grants, they will benefit from all the other opportunities provided the participants.

Those institutions are: the universities of Alabama at Birmingham; California at Riverside; Maryland at College Park; New Mexico at Albuquerque; Nebraska at Lincoln; North Dakota at Grand Forks; Wisconsin at River Falls; Wright State University, Dayton; East Carolina University at Greenville; and The Learning/Teaching Collaborative that includes Wheelock College Graduate School, Simmons College, and Jackson Mann School, all of Boston, and Edward Devotion, Driscoll, Lincoln, Pierce, and Runkle schools of Brookline. All 18 institutions will document their experiences for a compendium NEA will publish.

—Elvira Crocker

"By becoming politically active, I can make a difference in my students' lives."

— Ann Rutgiv
Bella Vista Child Development Center
Bella Vista, California

We teach in and staff our nation's public schools to shape the future — to help all children become the best they can possibly be.

But our efforts can be frustrated and derailed by elected officials who deny our schools the resources they need to succeed. We can't afford to sit back and let others determine our children's future. That's why it's so important to support our Association's political action committee — at the local, state, and national levels.

In Washington, our NEA political action committee — NEA-PAC — is fighting attempts to divert public tax dollars into vouchers that subsidize private school tuition. And NEA-PAC's a leader for safer schools, smaller class sizes, and programs like expanded Head Start to help children learn.

Your contribution to NEA-PAC supports the election of federal officials who care about our students. Stand up for our education profession. Contact your Association representative and contribute today.

INTERNATIONAL

RIGHTS WATCH

Fighting for Survival

For the last five years, in the tiny country of **Kosovo,** 400,000 children have been denied the right to an education and scores of Kosovo teachers have been arrested, interrogated, even tortured, for trying to teach them.

The reason? The children and the teachers are ethnic Albanians, and the ruling Serbian government in this country that was once part of Yugoslavia has refused to allow the students and teachers anything but a Serbian-language curriculum.

Albanian teachers have continued their efforts, teaching in houses, sheds, and basements, but they face serious consequences when these makeshift "schools" are discovered. In May and June alone, NEA received reports that more than 22 educators had been abused.

"Even the children are not safe," says Agim Hyseni, president of the Kosovo Teachers Union. "Two 12-year-old children were forced to eat the contents of their notebooks because the notes were in Albanian. Others have been in rooms with no heat during the dead of winter," Hyseni says.

Kosovo Teachers Union President Agim Hyseni

NEA has now filed a second intervention with Serbia authorities, protesting the repeated and continued abuse of Albanian teachers and children. Together, NEA and the international education union will continue to work toward the restoration of human rights in Kosovo.

"Every day you call attention to us, visit our schools, and talk to our people," Hyseni says, "is another day we're able to survive."

In **Kenya**, the government led by President Daniel Arap Moi is using brutal strike-breaking tactics against university faculty members who've been striking since November 29, 1993 to protest the denial of bargaining representation.

The government has dismissed union leaders, arrested and detained union members, hired strike-breakers, evicted faculty from university housing, and bribed students to disrupt faculty rallies.

NEA and the Education International have filed interventions with Kenya's government protesting the strike-breaking tactics and calling for an end to the repression.

Witness to El Salvador's Fragile Peace

A teacher from the state of Washington takes a first-hand look at Salvadoran schools and communities struggling to survive amid poverty and violence.

NEA member Tim Clark left immediately after the NEA Representative Assembly in New Orleans for El Salvador, where he talked with villagers, teachers, and students about their needs.

In the tiny Central American country of El Salvador, recent incidents of election fraud have threatened to destroy fragile peace accords won after years of a bloody civil war that left tens of thousands dead.

Now, as in years past, Salvadorans hang on to democratic hopes in the midst of poverty and political turmoil.

Last July, Washington state social studies teacher Tim Clark decided to see the situation for himself. Instead of heading home after NEA's Representative Assembly in New Orleans, Clark—long a supporter of ITAMA (Instituto de Tecnologia, Autosufiencia, y Medio Ambiente), an organization helping Salvadoran poor—traveled south to El Salvador to visit schools and communities.

For weeks, Clark and a guide traversed the countryside, visiting communities he'd helped with frequent donations. As Clark moved from city to village and back again, he talked with villagers, teachers, and schoolchildren.

"My host, one of the founders of ITAMA, had been adamant that I visit one of the poorer communities, one I'd donated to before," recalls Clark. "I'd been in places of severe poverty and didn't want to come back haunted by the dire needs of a place far away, but my host knew what he was doing. I was unable to ignore what I saw.

"In one collective 40 miles from the capital, school was a one-room structure housing 40 children divided into two groups, young and old. In this town, the school was only able to afford paper, but no crayons. When I gave the teachers all the crayons I'd collected before my trip, they gratefully accepted them."

Poverty threatened more than just educational efforts, Clark says. "When I asked about health care, an ITAMA volunteer replied it was very hard to come by," he notes. "If one of the villagers falls ill, people can take him or her to a nurse in a nearby town, but that's it. Prescription drugs are extremely limited, and medical care is rare."

Despite the poverty, Clark found the Salvadorans to be helpful and highly resourceful. "This is a country and a people that have suffered tremendously," says Clark. "Yet people were always eager to offer a helping hand or exchange information. Perhaps that's why I've returned to the United States eager to help the Salvadorans in return."

This school year, Clark is busy collecting materials to send to Salvadoran schools, raising money, and spreading the word about the Salvadoran people's dogged—and fragile—pursuit of democracy and education.

If you'd like to donate to the El Salvadoran collectives managed by ITAMA, Tim Clark will help. Art supplies such as scissors, colored pencils, and art instruction books are especially appreciated. Mail them to Tim Clark, 23312 113th Place, S.E., Kent, WA 98031.

Speak Out for Children Worldwide

For 10 years, the United States played an active role in drafting the United Nations Convention on the Rights of the Child. U.S. representatives were present on September 2, 1990 when the Convention was unanimously adopted by the United Nations General Assembly and when 61 countries signed the treaty.

The United States was not one of those countries. And, in the four years since, the United States has still not joined much of the world in signing the United Nations Convention on the Rights of the Child.

Since 1990, both the House and the Senate passed resolutions urging the executive branch to forward the Convention to the Senate, which must ratify it. Previous administrations did not do so. The Clinton Administration, however, is busy working with senators and human rights groups to develop a ratification package.

To speed the process along, delegates to the 1994 NEA Representative Assembly in New Orleans passed a new business item encouraging Association members to contact President Clinton and urge him to send the treaty to the Senate.

That's where you come in. Write to President Clinton and your senators asking them to support ratification of the Convention. Address your cards and letters to the U.S. Senate, Washington, DC 20510. Or call 202/224-3121 and ask to speak to your senators. With a little effort, you can help put the United States on record in support of the rights of children.

Classroom Resources

October is National UNICEF Month. If you want to bring the world into your classroom, order a free teacher's packet from the U.S. Committee for UNICEF, Department 2039P, P.O. Box 182248, Chattanooga, TN 37422-7248, 800/252-KIDS.

Here are a few more resources you can use:

➤ *Reaching the Children: In Celebration of the Rights of the Child.* This free, activity-based elementary teaching unit is available from the U.S. Committee for UNICEF, Education Department, 3 UN Plaza, New York, NY 10017.

➤ *Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12* is available for $10.95 from Hunter House Inc., P.O. Box 2914, Alameda, CA 94501, 800/266-5592.

Letters

Courage?

Bravo for Adele Jones's article, "*F* is for Fired" (Sounding Board, September). A similar thing happened to someone I know in another district. As a new teacher, my co-worker adopted a change in grading rather than fight it. A difficult thing to do: keep your values or keep your job.

Dave Neumeister
Lansing, Michigan

I was appalled by *NEA Today* for granting so much space to an obviously self-serving teacher's attempt to blame others for her inadequacy as an instructor.

Adele Jones places blame for her firing on other teachers' low academic standards, vindictiveness of a school board member, unmotivated students, and administration. Hmm, everyone has a problem except Adele?

She never acknowledges the reality of her own personal failures as a teacher—failure in accommodating various learning modes of students, failure in performing her duty to convey knowledge in a manner in which students can learn.

Any instructor who fails 42 percent of her students one year and follows up the next by failing 27 percent has essentially publicly displayed a personal lack of success and expertise as a teacher. Doesn't Jones realize that she has also graded herself?

There is a more to competent teaching than weekly quizzes, tests, and homework. Jones clearly misses this point. Instructional creativity designed to maximize and ensure the success of all students is the hallmark of a truly professional, competent instructor. As an instructor, Jones earns an *F* in my book.

I believe the wasted page devoted to Jones' one-sided pitch would have been better used if you had focused on a teacher who was demonstrating effectiveness in reaching student success rather than one who was reveling in self-absorbed incompetence and pedagogic failure.

Mark Smith
Huntington Beach, California

In spite of my doubts that such a negative letter will be published, my conscience requires that I write. I find it quite amazing that you would hail the reinstatement of a teacher who failed 42 percent of her students.

All teachers face a day-to-day struggle with apathy. However, in my 11 years in the classroom, the only teachers who would not reevaluate their methods after such a high failure rate are those who care more about themselves and their subject matter than the students.

Consider the flaws in Jones' argument.

She feels that homework indicates a child's willingness to learn. Yet students are often hampered by lack of family and environmental support.

The child who has a supportive family that provides a quiet place for homework to be completed and monitors assignments is at an advantage.

The child who contends with preparing meals, taking care of younger siblings, being verbally or physically abused cannot produce the same quality work.

Absenteeism is also often a result of social or psychological turmoil. These factors need to be considered. Perhaps we need to review "Maslow's Hierarchy of Needs." After all, there is more to learn than math.

Would any of us solicit the advice of an attorney who bragged about losing 42 percent of his cases?

Would any of us have confidence in a doctor who placed a sign in the waiting area: "I have a 58 percent success rate for assisting patients"?

How can those who profess to be teachers take pride in failing to teach almost half of their students in a given year?

It's time to stop defending poor methods. If NEA wants to help teachers gain the respect of other professionals, it's time to set standards of quality and stop defending mediocrity.

There is no excuse for a 42 percent failure rate, and as an organization that promotes the teaching profession, NEA should not support such an occurrence.

Let's remove our political motives and put our students and their needs first. Let's become teachers.

Ed Bice
Wise, Virginia

Up With Lawyers

As a high school teacher and a law student, I was surprised at one item in the "Heroes & Zeroes" column (September).

The item describes the rather questionable actions of a Michigan attorney who promised kickbacks to a school district in exchange for financing his charter school program. You then describe his activities as "tactics worthy of his trade."

Is this really the opinion NEA now has about lawyers—that a shady character like this is somehow "worthy" of being an attorney and exemplary of the profession? I find this characterization offensive and extremely inconsistent with other views expressed by NEA.

Bryan Caldwell
Stockton, California

Not My Hero

How disturbing to find Jackson Browne at the top of your list of Heroes because he judged a lyrics writing contest (Heroes & Zeroes, September).

The man last appeared in print for beating his girlfriend and should be regarded as a hero to no one.

I'm sorry that the City Honors School in Buffalo allowed him to perform there. Until we demonstrate zero tolerance of abuse, the problem won't go away. Who will you feature next month, O. J. Simpson?

Pat Prager
St. Charles, Missouri

Juicy Controversy

Teachers Vote To Boycott Limbaugh Sponsor" was the headline in the *Sheboygan Press* on Tuesday, July 5. Correction: The headline should have read, "Union Politicians Vote To Boycott Limbaugh Sponsor."

I think the whole Limbaugh issue is nonsense. It seems our delegates assume most of the 2.2 million members of the NEA are liberals, Democrats, and politicians such as themselves. I think it's time for some polling of the membership.

I can't stand the fact that our Association is spending time and loads of money on issues such as boycotting a sponsor of a talk show and going on record supporting abortion rights and the "rights" of illegal aliens.

I don't feel an educational association should be taking positions on these personal, political issues—pro or con.

Let's stick with issues that help or hurt education directly. Let's become known for high-quality, effective, and efficient education for U.S. citizens. Let's avoid endorsement and allegiance to politically driven agendas.

The one thing NEA's 2.2 million members have in common is our aim to make education the best it can be. Let's focus on that aim.

Jacqueline Nieman
West Bend, Wisconsin

Editor's note: The over 9,000 delegates at the NEA Reprsentative Assembly in July voted to initiate a boycott of Florida orange juice if the Florida Department of Citrus, a public agency supported by tax dollars, renewed its contract to sponsor Rush Limbaugh's talk show. No boycott ever went into effect since the contract wasn't renewed.

Love And Control?

As I read "Should Schools Regulate Message T-shirts?" (Debate, September), I became intrigued by a comment by Paris Finley, the debater who argued "yes." He wrote, "The important point is that we do control them [students] until they begin to demonstrate that they can behave wisely."

Does Finley believe that we can both love others and control them? I think that I reached maturity when I realized the only person I could both love and control was myself.

The best I can hope for in my classroom is to guide individuals. The need to control others is, I'm sorry to report, common but pathological.

Theodore Dent
Chatsworth, California

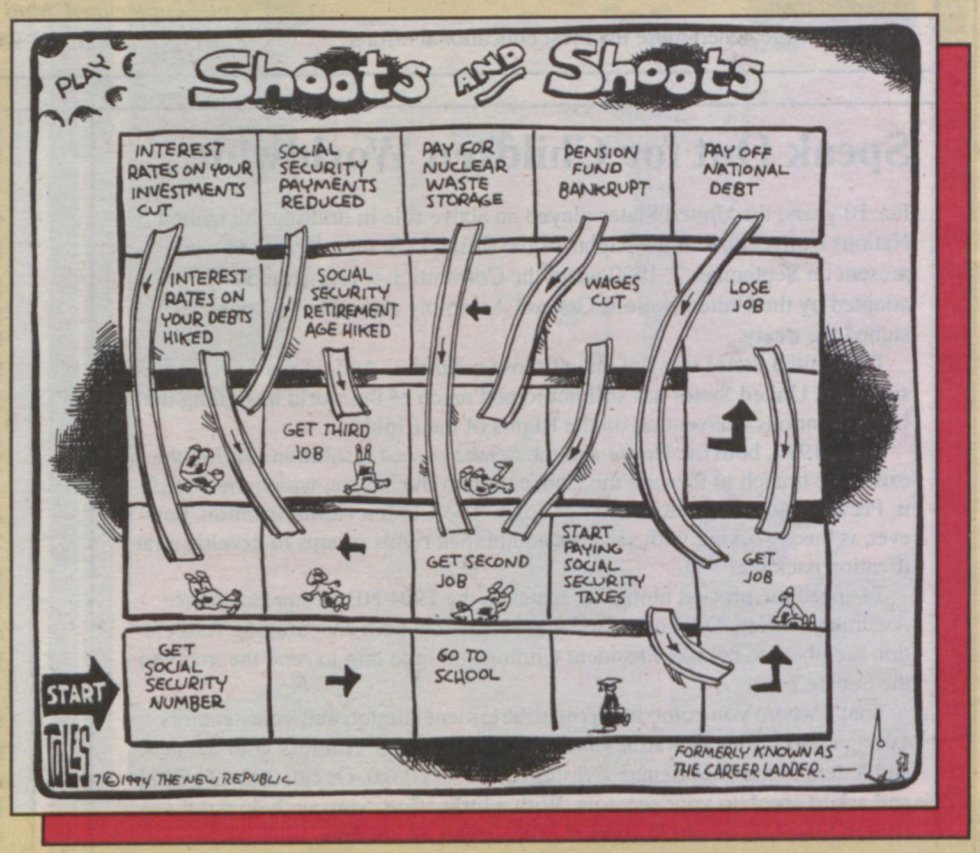
As I'm catching up on my reading, I am again unsettled by the headline: "If You Could Pick Your Own Boss, Would You?" (May).

I have never considered the principal at my school to be my "boss." If we are a team, the principal is the team leader.

We will never be successful without good leadership. We need to work together with the parents to do the best job for our students.

What we really need is effective leadership, not more bosses.

E. McGinley
Sheboygan, Wisconsin



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➤ By FAX: 202/822-7206

➤ By phone: 202/822-7201

➤ By NEA Online: Sign on to NEA Online and keyword to *NEA Today*. For information about subscribing to NEA Online, see page 48.

Debate

Should Schools Honor Do-Not-Resuscitate Orders?

YES

Kim Lewis is a veteran special education teacher at Twin Ridge Elementary School in Frederick County, Maryland and vice-president of the Frederick County Teachers Association. A dozen years ago, she had direct experience with death in the classroom.

In the summer of 1981, I learned that a do-not-resuscitate (DNR) order can be in the best interests of a child.

I was working—not in my current state—as a teacher in a residential center for severely disabled children. Of the dozen children I taught that summer, two died—right in my classroom. One had a DNR order, the other did not. The differences in their deaths were instructive.

Both students were nine-year-old boys. One, whom I'll call Michael, was dying from a genetic disorder that destroyed his muscle tone and speech. Michael had a DNR order, as at his regular school.

All of us at the summer session were trained in how to honor the order. Michael's parents attended some sessions, and his doctor came to tell us how to recognize a cardiac arrest, the event to which a DNR order applies.

Cardiac arrest has been defined as "the sudden unexpected cessation of heartbeat and blood pressure. It leads to loss of consciousness within seconds, irreversible brain damage in as little as three minutes, death within four to 15 minutes."

You try to reverse cardiac arrest by administering cardiopulmonary resuscitation (CPR). A DNR order means simply: don't do CPR. In a school, responsible staff members must carry out all other emergency procedures, however, including signaling the administration, calling 911, calling the parents—and offering comfort to the child.

Michael suffered his cardiac arrest in August. I was sitting next to him. His body jerked, and immediately I could see his color pale. He showed no signs of respiratory distress. Instead he was quiet, displaying the symptoms his doctor had described of cardiac arrest.

I signaled the administration by yelling Michael's name to an aide who was stationed in the hall outside my door. Then I took Michael from his wheelchair and put him on my lap. I spoke comforting words; his body relaxed.

Within minutes, the emergency medical personnel arrived. The medics scooped him up from my arms, but did not start CPR—they were shown the DNR order. I said good-bye to Michael. The other children looked on as medics took their friend to an ambulance.

The situation was very different for "Mark," who was being treated for severe chronic seizures. He was not expected to die, so he had no DNR order.

Mark was eating when he had his cardiac arrest. I signaled for a nurse and prepared to give him CPR. The nurse came right away, moved Mark into the hallway, and began CPR—pounding on his chest.

CPR is a very physical, aggressive procedure. Mark's classmates were in shock. I'm sure I looked as if I was, too. We later learned that Mark had not survived.

My point is not that we shouldn't have tried to resuscitate Mark—there was never any question about that—or that the feelings of onlookers should have some bearing on a person's treatment.

I only want to note that *not* resuscitating when the circumstances are appropriate isn't necessarily an ugly thing. It can be a time for a teacher to give care and comfort to the dying student; to help others handle the possibility of death.

In a recent opinion, the Maryland attorney general ruled that, under certain circumstances, school employees are obliged to honor DNR requests (see page 9). When those conditions exist, I see no reason for school staff members not to respect the wishes of the family. It's their decision to make, not ours.

NO

Crystal Ward, social studies chair at Lewiston (Maine) High School, is president of the Lewiston Education Association. Last year, controversy over a DNR order in the Lewiston district made national news—and brought concern to the Association as well.

I believe that do-not-resuscitate (DNR) orders belong in medical, not educational, facilities.

Last fall, the Lewiston school board received its first DNR order from the doctor of a special education student. I learned about it at a school board meeting, when the child's parent and doctor came to explain their request.

The child is a girl, then 12, who has spastic cerebral palsy, progessively worsening scoliosis, and seizures that can result in respiratory distress. She also cannot speak.

School board policy then and now requires cardiopulmonary resuscitation (CPR) to be applied to a student who stops breathing. But this girl's doctor told the school board she was too fragile to receive compressions and said that CPR would do her more harm than good.

The superintendent and the city attorney wanted to reject the DNR request, but the school board overruled them—agreeing that the child's teachers could be told to refrain from doing CPR if she stopped breathing.

Many teachers were distressed about being put in the position of watching a child die. One came to me to say she was not happy about not being allowed to do CPR. The Association's lawyer explained to her that if she refused to honor the order, she'd be open to the charge of insubordination.

The board's decision sparked debate in the community as well and, when the national press picked it up, all over the country.

People in the disability community, in particular, expressed serious concerns about DNRs in the school setting. They were especially concerned because this child—though the victim of a catastrophic illness that cannot be reversed, according to her doctor—had never been characterized as "terminally ill." Nor had anyone said she was likely to experience a cardiac arrest in the near future.

Later, the school board reopened its decision and heard additional testimony—some at odds with the views of the girl's doctor. For example, a pediatric cardiologist told the board that there were ways to resuscitate fragile children without damaging their bodies. He also discussed the difficulty, even with high-tech equipment, of establishing death.

The board changed its mind several times, finally deciding not to recognize DNRs. Instead, when a doctor orders a DNR for a child, the child's parents, the doctor, special education teachers, school nurse, school administrators, and someone from the disability rights community will form a team to decide how that child will be resuscitated. The team must review its findings every six months.

When the team met to decide how this girl would be resuscitated, its members decided that CPR should not be used. But as far as I can see, although technically no DNR order is in effect, this girl has its functional equivalent.

The experience we have had in Lewiston with this one case shows that the issues are complex—morally, legally, ethically, and medically.

Hospitals have pages of procedures covering such issues as DNRs and ethics committees to make decisions about them.

Are school staff members ready to become medical, moral, and legal experts on fragile students? Certainly not. Our job is to educate young people, and that's the job we should be doing. We should keep DNRs—and their functional equivalents—out of our classrooms.

A New NEA Policy on Do-Not-Resuscitate Orders

Should schools honor DNR orders? The NEA Executive Committee says that's for state and/or local government to decide. But, states the NEA policy adopted earlier this year, school districts should *not* grant a DNR request unless the following minimum conditions have been met:

➤The parent's request and physician's order are in writing.

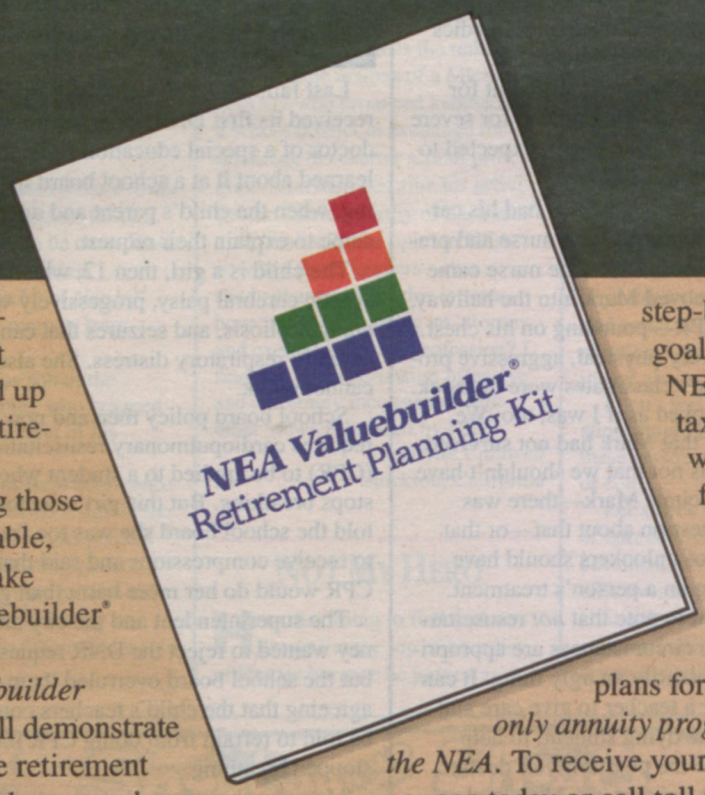
➤The district has established a team whose members—including the student's parents, doctor, teachers, appropriate support staff, the superintendent, and the school nurse—seek alternatives to a DNR, and if they fail to obtain the parents' agreement, will specify what actions school staff should take should a life-threatening emergency occur.

➤School staff members are given necessary training, and counseling is provided for staff and students—particularly in the event of the death of a student.

The complete text of the policy statement may be obtained from the NEA Executive Office, or on NEA Online, T&L, School Climate Library.

"At retirement, everyone will need about 70% of the income they averaged during their last five working years."

BARRON'S JULY 12, 1993



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